

The Reading Edge

Teacher Edition
Level 1 | Volume 2



This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.



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Life on a Ranch

Life on a Ranch

Summary

In *Life on a Ranch*, Mel, the magazine photographer, is sent to take pictures of a working cattle ranch outside of Las Vegas, Nevada. Mel learns about cowboys and ranch hands and spends the day working alongside the cowboys during the fall roundup.

Reading Goal

This unit reviews the principle that letters represent sounds and can be blended together to make words. The students will practice blending letter sounds to pronounce words. They will review vowel digraphs with the same sounds, such as **ou** (*cloud*) and **ow** (*cow*); **au** (*launch*) and **aw** (*yawn*).



Unit 8 | Day 1

Listening Comprehension: first two sections of chapter 1

Partner Reading: chapter 1: "Go West"



Preparation: Materials

- Word lists on chart paper or transparency
- Team Score Sheet/Learning Guide transparency
- Key cards: *ou, ow (cow), ow (mow), au, aw, -all, -alk, and -ed*

For each student

- Student edition
- Several sticky notes
- Map It Out sheet
- Notebook paper

For each team

- Team Folder
- Team Score Sheet/Learning Guide
- Key card sheet



Timing Goal: 5 minutes



Map It Out: As the students learn new letter sounds and decoding skills, they move from one location to the next and see their progress on this map. Map It Out helps the students to see what is ahead and set goals for themselves based on this information.



Throughout the lesson, award points to partners/teams when they show behavior that supports the team cooperation goal.

Teacher Background

In the Day 1 text, Mel is given a new photography assignment from her magazine editor. She takes a plane out west and lands in Las Vegas, Nevada.

Set the Stage

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

Reading Goal:

Today we will learn about different letter combinations that make the same sound.

Today's Big Question:

What big city is in Nevada?

2. Have the students turn to their Map It Out sheets to review their goals for this unit. Remind the students that this sheet is a plan that tells every step of a trip and that they have been using Map It Out to set their goals and track their progress as readers.
3. Distribute a Team Score Sheet/Learning Guide to each team. Specify the team cooperation goal. Remind the students of the team cooperation goal set in the previous Toll Booth Day that they will focus on in this unit.

Remember that during the last Toll Booth Day we set a team cooperation goal. In this unit, I will be award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal. Remember that partners help each other work toward their goals.

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Set the Stage

continued

Give examples of what partners working toward the specific goal would do. For example, teams working on the goal of completing tasks would review the Learning Guide with their partners and remind them about what needs completing.

- Distribute a Team Score Sheet/Learning Guide to each team. Remind the students that they will use the Team Score Sheet/Learning Guide to help them keep track of what they will practice each day and to record the points that they earn for good work.

At the end of each day, you will tally the daily points you have earned on the Team Score Sheet/Learning Guide.

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

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Timing Goal: 20 minutes

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The students practice blending sounds to say words.

Active Instruction

Skill Review

Say-It-Fast (optional review)

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

/b-r-i-ck/ brick	/b-l-a-ck/ black	/s-t-i-nk/ stink
/c-a-sh/ cash	/m-a-de/ made	/s-k-e-tch/ sketch
/w-e-s-t/ west	/c-u-te/ cute	/f-a-ce/ face

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

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

Letter/Sound Review

- Have the students write the following words as you dictate:

tan wig king slide

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

Active Instruction

continued

The students review words with the soft *c* and *g*.



- Review how the letter *c* can make two different sounds. Write the following words on the board, and read them aloud. Point out the letter *c* in each word.

race	cut
nice	crate
cell	call

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

In which words does the letter *c* make the /s/ sound?

In race, nice, and cell.

Remind the students that the soft sound of the letter *c* is the /s/ sound. The hard /c/ sound is in words like *crate*, *cut*, and *call*.

- Review how the letter *g* can make two different sounds. Write the following words on the board, and read them aloud. Point out the letter *g* in each word.

gate	gem
big	gel
get	cage

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

In which words does the letter *g* make the hard sound, the /g/ sound?

In gate, big, and get.

Remind the students that the soft sound of the letter *g* is the /j/ sound.

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

In which words does the letter *g* make the soft sound, the /j/ sound?

In gem, gel, and cage.

Skill Instruction

- Tell the students that you will introduce two letter combinations that make the same sound. You will also present a letter combination that can make two different sounds. Present the /ou/ sound.

Hold up the key card for the letter combo *ou*. Say the pictured word aloud. *Mouse*. Have the students repeat the word after you say it. *Mouse*.

What sound do you hear in the middle of *mouse*, *shout*, and *pout*?

[The students should make the /ou/ sound.]

Look at the card. What letters go with the /ou/ sound in *mouse*?

The letters ou.

To help me remember the letters that make this /ou/ sound, I'm going to think of the letters on this key card and connect them with this picture in my mind. When I see the letters *ou*

Teacher presents letters/sounds using key cards.

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Active Instruction
 continued

together in my reading, I will think of this picture of a mouse, and I will know that *ou* makes the /ou/ sound like in *mouse*.

Show the students the key card as you trace the shape of the letters. Have the students practice writing the letters *ou* in the palms of their hands. Point out that the two letters work together to make the /ou/ sound.

Read the following sentence, and ask the students whether they can identify the /ou/ sounds.

We found a hound at the animal pound.

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

2. Tell the students that there is another letter combination that makes the same /ou/ sound as in *mouse*. Present the *ow* letter combination.

Hold up the key card for the *ow* letter combo. Say the pictured word aloud. *Cow*. Have the students repeat the word after you say it. *Cow*.

What sound do you hear at the end of the words *cow*, *how*, and *now*?

The /ow/ sound.

Look at the letter combination on the card. What letters go with the /ow/ sound?

The letters ow.

Point out that the letter combo *ou* and the letter combo *ow* make the same /ow/ sound.

To help me remember the letter combos that make this /ow/ sound, I'm going to think of the letters on these key cards and connect them with these two pictures in my mind. When I see the letters *ou* or *ow* together in my reading, I will think of the pictures of the cow and mouse, and I will know that *ou* and *ow* make the /ow/ sound like in *cow* and *mouse*.

Read the following sentence, and ask the students if they can identify the /ow/ sounds.

The brown cow wants some chow now.

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

Two Lists

3. Point out that the students have learned two letter combinations that make the /ow/ or /ou/ sound.

Make two lists on the board.

ow	ou
allow	sound
now	loud

Have the students think about words that have the /ow/ or /ou/ sound.

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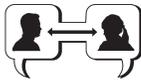
Active Instruction

continued



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The students practice identifying letters/sounds.



Tell your partner at least three words that have the /ow/ sound.

Use **Numbered Heads** to ask the students what words they shared with their partners. On one list, include the words that have the letters *ow* to make the /ow/ sound. On the second list, add words that have the letters *ou* to make the /ou/ sound.

4. Remind the students that in a previous unit, you showed them the *ow* letter combination on a different key card. Hold up the key card for the letters *ow* as in *mow*. Point out that the letter combo *ow* makes the /ow/ sound as in *cow*. It also makes the /ow/ sound as in *mow*. Point out that this same letter combination makes two different sounds. Just as the letter *c* can make two sounds, a hard and a soft sound, the *ow* letter combination can make two different sounds.

Write the word *blow* on the board.

To figure out which sound the letters *ow* make in a word, I will try both sounds to see which one makes sense. For example, this word has the *ow* letter combo. First I will try the /ow/ sound like in *cow*. /bl-ow/ That does not sound like a word I know. Let me try the other sound for *ow* like in *mow*. /bl-ow/ That is a word I know. When I come to a word with this *ow* letter combo, I will try both sounds to see which seems right.

5. Write the word *owl* on the board. Point out that this word has the *ow* letter combination at the beginning. Have partners try pronouncing the word using each of the sounds of the *ow* combo: the sound in *mow* and the sound in *cow*. Use **Think-Pair-Share** to ask:

Which sound for the *ow* letter combo do you think is correct? How is the word pronounced?

The word is owl. The ow makes the /ow/ sound like in cow.

6. Present the /au/ sound.

Hold up the key card for the letters *au*. Say the pictured word aloud. *Launch*. Have the students repeat the word after you say it. *Launch*.

What sound do you hear in the middle of the words *launch* and *cause*?

The /au/ sound.

Look at the word on the card. What letters go with the /au/ sound?

The letters au.

Show the students the key card as you trace the shape of the letters. Have the students practice writing the letters *au* in the palms of their hands. Point out that the two letters work together to make the /au/ sound.

Read the following sentence, and ask the students if they can identify the /au/ sound.

Active Instruction

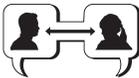
continued



The students practice using clues to predict the topic.



Partner and class discussions activate background knowledge and establish a purpose for reading.



Use **Numbered Heads** to ask the students what words they shared with their partners. On one list, include the words that have the letters *au* to make the /au/ sound. On the second list, add words that have the letters *aw* to make the /aw/ sound.

Learning that these two letter combos make the same /aw/ sound will help you figure out many, many new words.

Build Background

1. Refer the students to the next unit, *Life on a Ranch*, in their student editions. Use **Think-Pair-Share** to ask:

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

You can look at the title and pictures on the cover and inside the book.

2. Have partners preview the reading and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity. Use a random selection system like **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make their predictions.
3. Have partners discuss what they already know about ranches. Use **Numbered Heads** to share the students' background knowledge on the topic.
4. Tell the students that you will read the introduction to this book. Read the following introductory text aloud.

Introduction

Mel, the magazine photographer, has a new assignment. She is going to do a story about life on a ranch. Mel is traveling to northern Nevada to visit a family-owned cattle ranch. First, she must catch a plane and fly west.

5. Refer the students to the predictions they made about the topic of the book. Point out that the introduction makes it sound like they will be reading about a cattle ranch in Nevada. Use **Think-Pair-Share** to ask:

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

Accept reasonable responses. For example, I would like to know who works on a cattle ranch.

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

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Active Instruction
continued

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Teacher models
clarifying strategies.

Listening Comprehension

1. Tell the students that you are going to begin reading *Life on a Ranch* aloud.

As I read, I will stop when I get to a word that I need to figure out. I will look at the letters, figure out what sounds they make, and then blend the sounds together to read the word. I will also use clues in the sentence or pictures to help me figure out words.

2. Read the first section of the text aloud. Pause before the word *found*. Use a Think Aloud to model identifying the sound for the *ou* letter combination.

Hmm. I don't recognize this word. I'll try blending the sounds to pronounce it. I know it starts with /f/. Wait. Next is one of the letter combos we were just talking about, *ou*. When I see these letters it reminds me of the key card picture: mouse. So *ou* makes the /ou/ sound. I'll try that. /f-ou-n-d; found/. The word is *found*. I know that word. Let me reread the sentence: "I found a ranch in Nevada." Yes, that makes sense. I figured out that word.

Continue reading, and pause again at the word *scout*.

Hmm. This word has the same letter combination as the first word, *ou*. I know that makes the /ou/ sound. So now I need to sound out the rest of the letters. I know that the first letter makes the /s/ sound, so I will try to blend that sound with the second letter, the *c*. /s-c.../. Now I want to add the /ou/ sound. So let me try it again. /s-c-ou-t; scout/. The word is *scout*. Let me see if that makes sense in the sentence.

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

Word List 1 Introduction

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

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Active Instruction
continued



Word List 1	
Green Words	
found	saw
scout	brown
how	down
ground	lawns
Red Words	
photos	said
mountains	

Stretch and Read

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

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

Sound out the green words on List 1 with your students. Use **Think-Pair-Share** to ask:

Are there any words on the word list that have letter combos that make the sounds that we learned today? Which ones are they?

They are found, scout, how, ground, saw, brown, down, and lawns.

Look at our lists of *ou*, *ow* and *au*, *aw* combos on the board. Under which combo should I write each word?

Record the students' responses.

Say-Spell-Say

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

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

Have the students read and spell the words *photos*, *mountains*, and *said*.

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Timing Goal: 20 minutes

.....▶
The students read and clarify unfamiliar words, and practice retelling events.

Teamwork

Partner Reading

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

Clarifying Strategies

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

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

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

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

Ask for help establishes peer and teacher assistance as acceptable after efforts to clarify independently have failed.

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

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

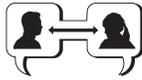
Reread the passage. Are there clues in the pictures that can help you and your partner figure out a word with a sticky note? If so, put a check on the sticky note next to the word to show that you now understand and are able to read smoothly.

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

2. Have the students read:

“Go West.”

Teamwork
continued



The students practice using context clues.

The students discuss questions about the reading and individually write the answer to a question.

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

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

Answers will vary.

Ask several students to share their discussion with the class.

Word Work

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

She looked _____ and saw mountains. [down]

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

Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will then write a sentence to answer question 2.

Team Talk Questions

1. Why does Mel go to a ranch?

Mel goes to a ranch to scout around and take photos.

2. How does the land look from the plane? (write)

The land looks like patches of green and brown from the plane.

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

Timing Goal: 10 minutes



Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 2. Elicit answers to question 1, and ask if anyone answered differently.
2. Use **Think-Pair-Share** to ask:

Did we answer Today's Big Question?

Yes, Las Vegas is a big city in Nevada.

What new words did you learn today that describe places?

Answers will vary. For example, ground, lawns, houses, and towns.

Name two words from the reading that have the same /ow/ sound, but are spelled in different ways.

Answers will vary. For example, found and how.

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

Does picturing the key card in your mind help you remember what sound a letter combo makes?

Answers will vary.

How often do you look at the key cards at the back of your student edition when you are reading?

Answers will vary.

Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists.

Describe and model, if necessary, each of the steps below.

For each word on List 1:

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

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

2. When they have finished studying the words, have partners read the list to each other. Tell the students that if students successfully read

The students study their word lists by visualizing each word.

Time for Reflection

continued


 The students write sentences.

all the words, their partners initial the Word List box on the Team Score Sheet/Learning Guide for Day 1 next to the partner's name.

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

Dictation

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

How many calls did he get?

We found a ranch.

Then I saw the ground.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

The brown house was about to fall down.

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

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*call, found, saw, ground*) while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if the sentence is a question.
3. Display the Team Score Sheet/Learning Guide transparency. Refer the students to the box for Dictation under Day 1. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner's name. Circulate and circle 5 points on the Team Score Sheet/Learning Guide for sentences written correctly.
4. Remind the students to record the number of team cooperation points their team received today on the Team Score Sheet/Learning Guide. Explain that this number goes next to each student's name on the team in the spaces marked TCP. Show the students these spaces under Day 1 on the transparency.
5. Explain that all the points team members earned today can be added up and written in the space for today's total. Refer to this space on the Team Score Sheet/Learning Guide under Day 1. Explain that each day teams will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

Time for Reflection
continued

Homework

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

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

2. Tell the students that they will also practice reading “Go West.”

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

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

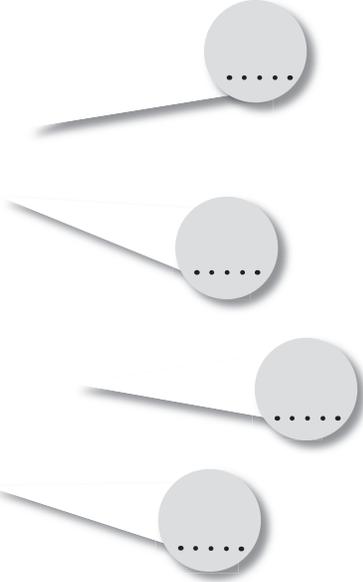
For this activity, your job is to change one letter at a time to make a new word. Be sure you can pronounce the words that you make.

Day 1 | Student Homework

Day 1 Homework

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

Word List 1	
Green Words	
found	saw
scout	brown
how	down
ground	lawns
Red Words	
photos	said
mountains	



2 Practice reading "Go West." Have someone initial in a box each time you read the passage correctly and smoothly.



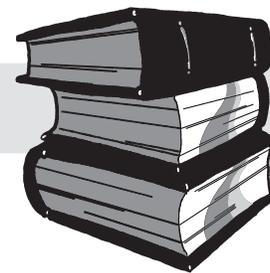
3 Play Quick Erase. Change one letter at a time to make a new word.

how _____

Unit 8 | Day 2

Listening Comprehension: first two sections of chapter 2

Partner Reading: chapter 2: “Three R Ranch”



Teacher Background

Today’s chapter, “Three R Ranch,” describes what happens when Mel finally arrives at the ranch and meets a real cowboy.

Set the Stage

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

Reading Goal:

Today we will practice using different letter combinations that make the same sound.

Today’s Big Question:

What is the purpose of the Three R Ranch?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide. Display the transparency of the Team Score Sheet/Learning Guide. Remind the students that the Team Score Sheet/Learning Guide will help them keep track of what they will practice each day. It is a way for partners to help each other and be sure that everyone is moving ahead.
2. Refer to the Homework box under Day 2. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 2 on the Team Score Sheet/Learning Guide next to their partner’s name.
3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.

Timing Goal: 10 minutes

Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.

The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.

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Set the Stage
 continued

4. Refer to the box for Word List under Day 2 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all the words, the partners will initial the Word List box for Day 2 next to the partner's name. Have partners read the words on Word List 1 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 2 on their Team Score Sheet/Learning Guides. Have partners also check their partner's Quick Erase words.
5. Have partners read the homework passage from the reading to each other. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 2 on the Team Score Sheet/Learning Guides.
6. Remind the students that at the end of the class, they will tally today's points and write them on the Team Score Sheet/Learning Guide as today's total.

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Timing Goal: 20 minutes

Active Instruction

Skill Review

Say-It-Fast (optional review)

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

/t-oy/	toy	/p-r-i-n-t/	print
/s-m-i-le/	smile	/f-r-ow-n/	frown
/c-r-e-p-t/	crept	/s-oi-l/	soil

Break-It-Down (optional review)

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

miss /m-i-ss/	sale /s-a-le/
brand /b-r-a-n-d/	cage /c-a-ge/
sport /s-p-or-t/	hide /h-i-de/

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

.....▶
The students practice blending sounds to say words.

Active Instruction
continued

The students review words with the /ou/, /ow/, /au/, and /aw/ sounds.

count the sounds they hear in it, and then stretch the word to include that many sounds.

Letter/Sound Review

- Remind the students that they have been learning different letter combos that make the same sounds. Write the following words on the board, and read them aloud, emphasizing each sound.

hound town

As I read these words, I hear the same sound in each one. But each has a different letter combo that makes the sound.

Refer partners to the two words in their student editions. Have partners underline the letter combo in each word that makes the /ou/ or /ow/ sound.

- Hold up the key card for the letter combo *ou*.

This key card helps me remember that this letter combo makes the /ou/ sound. What is this picture? Say it with me. *Mouse*. Whenever I see the letter combo *ou* in my reading, I think of this picture and say to myself *mouse*. It helps me connect the letter combo to the sound it makes, the /ou/ sound.

Read the sentence on the back of the key card aloud. Have the students raise their hands when they hear the /ou/ sound. Point out that each time they hear the /ou/ sound in this sentence it is spelled with the *ou* letter combo.

- Hold up the key card for the letter combo *ow*.

This is the key card for *ow*. The letters *ow* also make the /ow/ sound. /ow...ow...ow/. What is this picture? Say it with me. *Cow*.

Read the sentence on the back of the key card aloud. Have the students raise their hands when they hear the /ow/ sound. Point out that each time they hear the /ow/ sound in this sentence it is spelled with the *ow* letter combo.

- Refer to the two words on the board again, and underline the two letter combos that make the same sound.

hound town

Skill Instruction

- Remind the students that they also have been learning two different letter combos that make the /aw/ sound. Write the following words on the board, and read them aloud, emphasizing each sound in the word.

haunt lawn

As I read these words, I hear the same sound in each one. But each has a different letter combo that makes the sound.

Teacher presents letters/sounds using key cards.

.....

Active Instruction
continued

Refer partners to these two words in their student editions. Have partners underline the letter combo in each word that makes the /au/ or /aw/ sound.

2. Hold up the key card for *au*.

This key card helps me remember that this letter combo makes the /au/ sound. What is this picture? Say it with me. *Launch*. Whenever I see the letter combo *au* in my reading, I think of this picture and say to myself *launch*. It helps me connect the letter combo to the sound it makes, the /au/ sound.

Read the sentence on the back of the key card aloud. Have the students raise their hands when they hear the /au/ sound. Point out that each time they hear the /au/ sound in this sentence it is spelled with the *au* letter combo.

3. Hold up the key card for *aw*.

This is the key card for *aw*. The letters *aw* also make the /aw/ sound. /aw...aw...aw/. What is this picture? Say it with me. *Yawn*.

Read the sentence on the back of the key card aloud. Have the students raise their hands when they hear the /aw/ sound. Point out that each time they hear the /aw/ sound in this sentence it is spelled with the *aw* letter combo.

4. Refer to the two words on the board again, and underline the two letter combos that make the same sound.

haunt lawn

Knowing that these two letter combos make the same sound is a tremendous thing for a reader. It means that you have a tool for figuring out many, many new words.

Show You Know It

5. Point out that the students have learned two letter combos that make the /ou/ or /ow/ sound and two letter combos that make the /au/ or /aw/ sound. Refer the students to the following list of words in their student editions. Have partners identify and underline the letter combos that make the new sounds in each word.

- | | |
|----------|---------|
| 1. paw | 4. how |
| 2. spout | 5. now |
| 3. haul | 6. yawn |

Build Background

1. Refer the students to the story in their student editions, and have them turn to chapter 2. Read the title: "Three R Ranch." Use **Think-Pair-Share** to ask:

.....▶

The students practice using clues to predict the topic.



.....

Active Instruction
continued



.....▶

Partner and class discussions activate background knowledge and establish a purpose for reading.

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

You can look at the chapter title and the pictures.

2. Have partners preview chapter 2 and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity.
3. Have partners discuss what they already know about a ranch. Use **Numbered Heads** to share the students' background knowledge on the topic. What is the purpose of a ranch?

English Language Learners

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

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

Ask partners to think of synonyms or antonyms for new words.

Pair ELL students with the students who are more familiar with the vocabulary.

Ask the students to review with their partners the definition of a *ranch* or a *farm*.

Listening Comprehension

1. Read the introduction to chapter 2, "Three R Ranch," aloud.

Introduction

Mel, the magazine photographer, rents a truck at the airport in Las Vegas and heads north to the Three R Ranch. This area of Nevada is called the Great Basin. It is like a bowl or basin between two lines of mountains. There is little rainfall, so the land is dry and desertlike. Water comes when snow melts on the mountain tops. It washes down the slopes and fills rivers and dry creek beds.

As I read, I am going to continue to be on the lookout for words with the letter combos that we've just reviewed. I will also watch for letter combinations that I've already learned.

2. Begin reading "Three R Ranch" aloud. Pause when you get to the word *hawk*. Use a Think Aloud to reveal how you used what you've learned to figure out how to pronounce the word.

Okay, here is a word that is unfamiliar, but I see one of my new letter combos. So I will use what I already know to sound out this word. The first letter is *h*. I know that this makes the /h/ sound. Next, comes one of the new letter

.....▶

Teacher models clarifying strategies.

Active Instruction
continued

combinations, *aw*. I know that this makes the /aw...aw...aw/ sound. Let me put those two sounds together. /hhh-awawaw/haw. The last letter makes the /k/ sound. So now I will put all these sounds together. /h-aw-k; hawk/. Well that makes sense. If I look at the picture, I know that a hawk is a kind of bird.

Continue reading, and pause at the word *crowds*. Use a Think Aloud to model identifying a letter combo and blending the word.

So in this part of the story, Mel is asking her boss where all the people are. I will keep that in mind as I try to figure out this word. I know that the letter *c* can make two different sounds, the hard *c*, like in *cat*, or the soft *c*, like in *circle*. So I might have to try both different sounds when I sound out this word. I'll start with the hard *c*. /cr/. That's the beginning sound. Next is one of the sounds that I've just learned. I'll put that together with the /cr/ sound. /cr-ow-d-s; crowds/. That makes sense, a crowd is a large group of people. Mel is wondering where all the people are.

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

Word List 2 Introduction

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

Word List 2	
Green Words	
crowds	called
cows	outside
hawk	wide
around	life
Red Words	
horse	hours
open	

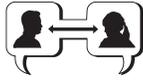
Stretch and Read

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

Here are words that you will meet in your reading today. Let's get ready to read by practicing these words. We'll do this by using different strategies. First, let's sound out the green words—the words you can stretch and read. Say each

.....

Active Instruction
continued



word slowly, stretching the sounds so I can hear each one as I draw my hand under the word. Then say it fast to pronounce the word.

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

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

Are there words on the word list that have the /ow/ or /aw/ sounds? Which ones are they?

Crowds, cows, *and* hawk.

Say-Spell-Say

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

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

As I point to the word, say it, then spell it, then say it again.

Randomly point to words, and have the students read the words as a group. Stretch or say spell say words that the students miss.

..... ▶

Timing Goal: 20 minutes

..... ▶

The students read and clarify unfamiliar words.

Teamwork

Partner Reading

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

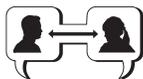
2. Have the students read:

“Three R Ranch” aloud with partners.

3. As partners work together, circulate to prompt and reinforce the students' efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Encourage them to mark words they cannot clarify with a sticky note.
4. When the students are finished reading and clarifying the passage, do a **Think-Pair-Share** exercise:

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

Answers will vary.

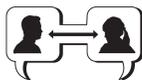


Teamwork
continued

The students practice using context clues.

The students discuss questions about the reading and individually write the answer to a question.

Timing Goal: 10 minutes



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

Word Work

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

The cowboy takes care of the _____. [*cows*]

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

Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write one or two sentences to answer question 1.

Team Talk Questions

1. Who met Mel at the ranch? (write)
Mack met Mel at the ranch.
2. Why does Mack like the ranch?
Mack likes the ranch because he likes to be outside and he likes to ride horses and tend the cows.

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

Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.

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

Did we answer Today's Big Question?

Yes, the purpose of the Three R Ranch is to raise beef cows for meat.

What word was the hardest for you to read today? What was the easiest?

Answers will vary.

Time for Reflection
continued

The students study their word lists
by visualizing each word.

What are two words that have the /aw/ or /au/ sound?

Answers will vary.

Word List Practice

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

For each word on List 2:

- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and picture the word **sprayed by a fire hose**.
- Open your eyes, and look at the word again to see if you were right.
- Cover up the word, and write it down.
- Check to see if you spelled the word correctly.

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

Dictation

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

I saw a hawk.

We went around the town.

The ranch had lots of horses.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

The land is wide with no crowds.

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

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*saw, hawk, around, town, ranch, horses*) while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.
3. Display the transparency of the Team Score Sheet/Learning Guide. Refer the students to the box for Dictation under Day 2. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner's name. Circulate and circle 5 points on the Team Score Sheet/Learning Guides for sentences written correctly.

The students write sentences.

.....
Time for Reflection

continued

4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the space for today's total. Refer to this space on the Team Score Sheet/Learning Guide under Day 2.

Homework

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

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

2. Tell the students that they will also practice reading "Three R Ranch."

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

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

For this activity, your job is to change one letter at a time to make a new word. Be sure you can pronounce the new words you make.

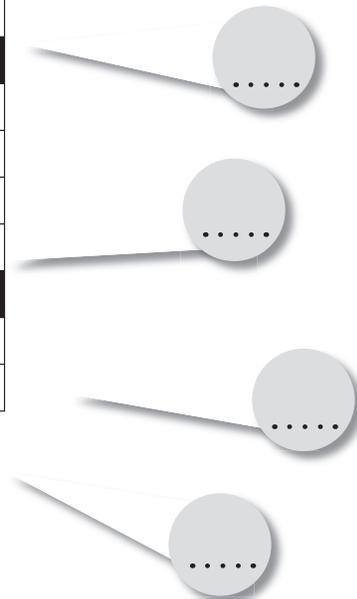
Day 2 | Student Homework

Day 2 Homework

1

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

Word List 1		Word List 2	
Green Words		Green Words	
found	saw	crowds	called
scout	brown	cows	outside
how	down	hawk	wide
ground	lawns	around	life
Red Words		Red Words	
photos	said	horse	hours
mountains		open	



2

Practice reading "Three R Ranch." Have someone initial in a box each time you read the passage correctly and smoothly.



3

Play Quick Erase. Change one letter at a time to make a new word.

fawn _____

Unit 8 | Day 3

Listening Comprehension: first two sections of chapter 3

Partner Reading: chapter 3: “Home at the Ranch”



Teacher Background

In today’s chapter, “Home at the Ranch,” Mel gets to learn more about a cowboy’s life on the ranch.

Set the Stage

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

Reading Goal:

Today we will practice figuring out words with letter combos that make the same sound.

Today’s Big Question:

What sound does Mel hear on the ranch?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.
3. Have the students turn to their Map It Out sheets and review their goals for this unit. Use **Think-Pair-Share** to ask:

Do you think you are making progress toward your goal?

Looking at the Toll Booth for this unit, are you able to say the sounds for all the letter combinations? Which ones? Which ones will you need to work on?

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guides.
2. Tell the students that if their partner has his or her homework today, they will initial the Homework box under Day 3 on the Team Score Sheet/Learning Guide next to their partner’s name.
3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their

Timing Goal: 10 minutes

Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.



The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.

Set the Stage
continued

partners successfully complete each activity, the students will initial these boxes.

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

The goal is to read the words in the passage correctly, smoothly, and with expression. If it is smooth, you are reading it quickly and the words sound connected like speech. If it is expressive, it sounds interesting, shows emotion, and would entertain an audience.

Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 3 on the Team Score Sheet/Learning Guides.

- Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide.

Active Instruction

Skill Review

Break-It-Down (optional review)

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

crow /c-r-ow/	snort /s-n-or-t/	pound /p-ou-nd/
hoped /h-o-p-ed/	blade /b-l-a-de/	stayed /s-t-ay-ed/

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

Timing Goal: 20 minutes

The students practice blending letter sounds.

Active Instruction

continued

The students review words with the *-all* and *-alk* endings.



Teacher presents letters/sounds using key cards.

The students identify letters/sounds.

Letter/Sound Review

- Review the *-all* and *-alk* letter groups. Hold up the *-all* and *-alk* key cards. Read the words aloud.
- Write the following words on the board. Read the words aloud as the students repeat them.

tall talk
wall walk

Look at the first pair of words, *tall* and *talk*. Both of these words start with the same sound, /t/. I get two totally different words when I add the different endings to the letter *t*. Repeat these word pairs after me. *Tall. Talk.* Now I will try using the letter *w* to begin the words. Adding the *-all* letter group, I have the word *wall*. Say that with me: *Wall.* If I add the *-alk* letter group, I have a different word: *walk*. Say that with me: *Walk.*

Give Me Five

- Have partners use the *-all* and *-alk* letter groups to make five words. Tell your partner at least five words that end with either the *-all* letter group or the *-alk* letter group.

Use **Numbered Heads** to have some partners share their words with the class. Write them on the board.

Skill Instruction

- Continue instruction in the *ou* letter combination.

Hold up the key card for letter combo *ou*.

This is the key card for the /ou/ sound. *Ou* makes the /ou/ sound. /ou...ou...ou/. Practice making this sound with me. /ou...ou...ou/. What is in this picture? Say it with me. *Mouse.*

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

- Hold up the key card for the letter combo *ow*.

This is the key card for the letter combo *ow*. Remember that *ow* makes the /ow/ sound. /ow...ow...ow/. Practice making this sound with me. /ow...ow...ow/. What is in this picture? Say it with me. *Cow.*

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

Remind the students that these are two letter combinations that make the same sound.

Two Lists

- Refer the students to the following chart in their student editions and the sentences next to it.

Active Instruction
continued



ou	ow
----	----

4. Have partners work together to identify words with the *ou* or *ow* letter combinations from the sentences and write them under the correct columns in the chart.

Here is a house for a mouse.

How can you shout?

The cowboy had a brown hat.

Use **Numbered Heads** to share responses.

5. Hold up the key card for the letter combo *au*.

This is the key card for the letter combo *au*. *Au* makes the /au/ sound. /au...au...au/. Practice making this sound with me. /au...au...au/. What is in this picture? Say it with me.

Launch.

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

6. Hold up the key card for the letter combo *aw*.

This is the key card for the letter combo *aw*. *Aw* makes the /aw/ sound. /aw...aw...aw/. Practice making this sound with me. /aw...aw...aw/. What is in this picture? Say it with me. *Yawn.*

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

Two Lists

7. Refer the students to the following chart in their student editions and the sentences next to it.

au	aw
----	----

Have the partners work together to identify the *au* and *aw* letter combinations in words from the sentences and write them under the correct columns in the chart.

He hauled the saw.

The dog's paw was raw.

Launch the boat.

Use **Numbered Heads** to share responses.



Build Background

1. Refer the students to the reading in their student editions, and have them turn to chapter 3. Read the title, "Home at the Ranch."
2. Have partners preview the reading and discuss what they think it might be about. You may also want to practice previewing and

The students practice using clues to predict the topic.

Active Instruction

continued



Partner and class discussions activate background knowledge and establish a purpose for reading.

Teacher models clarifying strategies.

making a prediction as a whole-class activity. Use **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make their predictions such as the title or pictures. The students will probably predict that the reading is about what people do on the ranch.

- Use **Numbered Heads** to share the students' background knowledge and questions concerning the topic.

Listening Comprehension

- Read the introduction to "Home at the Ranch" aloud.

Introduction

While Mack and the other ranch hands are busy with the cows, Mel grabs her camera and pokes around the Three R Ranch. She takes pictures for the magazine article on ranch life.

- Tell the students that you are going to keep the new letter combos for the /ow/ sound and /aw/ sound in mind to help you figure out words as you read.
- Read the first two sections of the chapter, pausing at the word *house*. Use a Think Aloud to show how you clarified the word.

Hmm. This word looks a bit like the word *horse*, but I see that the letter combo in the middle is *ou*. I know that the letter combo *ou* makes the /ou/ sound, so I will try to sound it out: /h-ou-s-e; housee/. That does not sound right. Maybe the *e* is a silent *e*. I'll try that: /h-ou-se; house/. I recognize that word. Now I'll try it in the sentence to see if it makes sense. "The ranch had a main house." Yes, that's right.

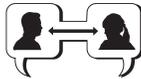
- After you have finished modeling clarifying, read the pages again to model fluency and so the students can focus on comprehension.

Word List Introduction**Stretch and Read**

- Display List 3. Green words are phonetically regular words that include the letters and sounds that you have presented. Red words are sight words.
- Introduce the phonetically regular words—the green words—on List 3.

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

Active Instruction
continued



Word List 3	
Green Words	
house	sauce
sound	count
dawn	round
kitchen	joined
Red Words	
food	fire
stars	born

As you do this exercise, select the words randomly rather than in any particular order. Use **Think-Pair-Share** to ask:

Are there words on the word list that have the *-ed* ending?

Joined.

Demonstrate how *join* and *joined* change tenses by providing a model sentence.

Are there any words on Word Lists 1 and 2 that have the *-ed* ending?

Called.

Say-Spell-Say

- Introduce the sight words—the red words—on the lists.

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

After I point to and say the word, we will say it together, spell it together, and then say it again.

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

Teamwork

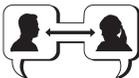
Partner Reading

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

Timing Goal: 20 minutes

The students read, clarify unfamiliar words, and practice retelling events.

Teamwork
continued



The students manipulate letters to make new words and practice blending sounds to say them.

The students discuss questions about the reading and individually write the answer to a question.

2. Have the students read:

“Home at the Ranch” aloud with partners.

3. As partners work together, circulate to prompt and reinforce the students’ efforts to clarify what they read. Remind them to retell what happened after reading each section aloud.
4. When the students are finished reading and clarifying the passage, do a **Think-Pair-Share** exercise:

Talk to your partner about a word that you had trouble with (sticky note word). How did you figure it out? Did you use clues in the sentence?

Answers will vary.

Ask several students to share their discussion with the class.

Word Work

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

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

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

found...sound...mound...mount...count

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

6. Have the students play Quick Erase with their partners, beginning with the word *paw*. Have partners share with their teams how many words they were able to make.

Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 1.

Teamwork
continued

Timing Goal: 10 minutes



The students study their word lists by visualizing each word.

Team Talk Questions

1. What do the cowboys do in the bunk house? (write)
The cowboys cook, eat, and sleep in the bunk house.
2. What does Mel do when the cowboys play a game?
Mel takes a walk when the cowboys play a game.

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

Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.
2. Use **Think-Pair-Share** to ask:

Did we answer Today's Big Question?

Yes. Mel hears a loud howl that might be a wolf.

Do you think there are wolves on a ranch?

Answers will vary.

Thinking back to the lesson, what are two different words that have the /ou/ or /ow/ sound?

Answers will vary.

Word List Practice

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

For each word on List 3:

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

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

.....

Time for Reflection

continued

.....▶

The students write sentences.

Dictation

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

It was a loud howl.

I think I like ranch food.

The sun went down at the house.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

We joined the cowboys in the kitchen.

Take it down a notch: Write one of the sentences on the board with a spelling error. Have partners decide which word is spelled incorrectly and correct the error.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*loud, howl, think, food, down, house*) while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.
3. Refer the students to the box for Dictation under Day 3 on the Team Score Sheet/Learning Guide. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner's name. Circulate and circle 5 points on Team Score Sheet/Learning Guides for sentences written correctly.
4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today's total. Refer to this space on the Team Score Sheet/Learning Guide under Day 3. Explain that each day teams will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

Homework

1. Refer the students to the homework for Day 3. Explain that they will practice reading the words on Word List 3.

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

2. Tell the students that they will also practice reading "Home at the Ranch."

The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as

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Time for Reflection
continued

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

3. Go over the homework activity.

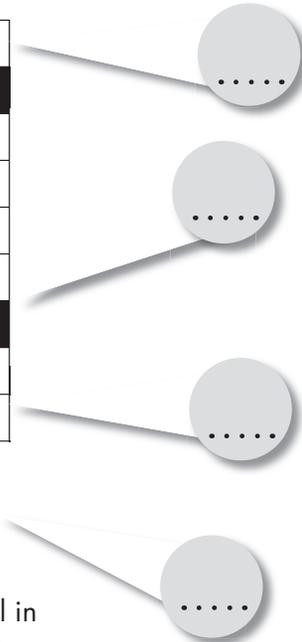
Your homework activity tonight is a fill-in-the-blank activity. For this activity, your job is to read each sentence and choose a word from Word List 3 that makes sense in the sentence. Write it in the blank.

Day 3 | Student Homework

Day 3 Homework

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

Word List 1		Word List 2		Word List 3	
Green Words		Green Words		Green Words	
found	saw	crowds	called	house	sauce
scout	brown	cows	outside	sound	count
how	down	hawk	wide	dawn	round
ground	lawns	around	life	kitchen	joined
Red Words		Red Words		Red Words	
photos	said	horse	hours	food	fire
mountains		open		stars	born



2 Practice reading "Home on the Ranch." Have someone initial in a box each time you read the passage correctly and smoothly.



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

1. The cowboys eat in the kitchen .
2. In the bunk house , there are beds.
3. Mel heard a loud sound outside.

Unit 8 | Day 4

Listening Comprehension: first two sections of chapter 4

Partner Reading: chapter 4: “Round Up”



Teacher Background

In today’s chapter, “Round Up,” Mel learns how to ride a horse and goes on the fall round up with the cowboys.

Set the Stage

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

Reading Goal:

Today we will review different letter combinations that make the same sounds.

Today’s Big Question:

What is a fall round up?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.
3. Have the students turn to their Map It Out sheets and review their goals for the unit. Use **Think-Pair-Share** to ask:

Do you think you are making progress toward your goal?

Looking at the Toll Booth for unit 8, which words have the /ou/ and /au/ sounds? Can you read them? Which words will you need to work on?

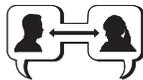
Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guides.
2. Refer to the Homework box under Day 4. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 4 on the Team Score Sheet/Learning Guide next to their partner’s name.
3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their

.....▶
Timing Goal: 10 minutes

.....▶
Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.

.....▶
The students review their goals.



.....▶
The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.

Set the Stage

continued

partners successfully complete each activity, the students will initial these boxes.

4. Refer to the box for Word List under Day 4 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all the words, the partners will initial the Word List box for Day 4 next to the partner's name. Have partners read the words on Word List 3 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 4 on their Team Score Sheet/Learning Guides. Have partners also check their partner's fill-in-the-blank answers.
5. Have partners read the homework passage from the reading to each other.

The goal is to read the words in the passage correctly, smoothly, and with expression. If it is smooth, you are reading it quickly and the words sound connected like speech. If it is expressive, it sounds interesting, shows emotion, and would entertain an audience.

Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 4 on the Team Score Sheet/Learning Guides.

6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide.

Active Instruction

Skill Review

Say-It-Fast (optional review)

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

/c-l-ou-d/ cloud

/p-ar-t/ part

/c-r-ow-d/ crowd

/f-i-n-d/ find

/c-augh-t/ caught

/b-a-ng/ bang

Break-It-Down (optional review)

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



Timing Goal: 20 minutes

Active Instruction
continued

pant /p-a-n-t/

brake /b-r-a-ke/

bawl /b-aw-l/

curb /c-ur-b/

haul /h-au-l/

slam /s-l-a-m/

slosh /s-l-o-sh/

grate /g-r-a-te/

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

Letter/Sound Review

3. Review the /ou/ and /ow/ sounds.

Show the key cards for the /ou/ and /ow/ sounds.

Have the students say the pictured words: *mouse* and *cow*. Write these words on the board. Remind the students that the letter combos *ou* and *ow* in these words make the same sound.

Have the students indicate whether they recognize the sound in spoken words.

Give me a thumbs up if you hear the /ou/ sound in the following words.

crowd
[thumbs up]

tube
[thumbs down]

clown
[thumbs up]

mouse
[thumbs up]

town
[thumbs up]

around
[thumbs up]

brew
[thumbs down]

Remind the students that the letter combo *ow* can also make a different sound. Write the word *snow* on the board, and underline the *ow*. Model trying out both of the *ow* sounds to see which one makes sense.

I see the *ow* letter combo in this word. I know that this letter combo makes two different sounds. It can make the /ow/ sound like in *cow* and the /ow/ sound like in *mow*. I'm going to try both ways to see which one makes sense. (*Sound out the word using the /ow/ sound as in cow and then as in mow.*) By trying out both sounds for *ow*, I figured out the word.

4. Review the /au/ and /aw/ sounds.

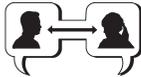
Show the key card for the /au/ sound.

What is this picture? Say it with me. *Launch*.

The students review words with the /ou/, /ow/, /au/, and /aw/ sounds and the -ed ending.

Active Instruction

continued



Partner and class discussions activate background knowledge and establish a purpose for reading.



Remind the students that this word includes the letters *au*. Together these two letters stand for the /au/ sound. Read the sentence on the back of the card aloud. Have the students give a thumbs up when they hear the /au/ sound.

Show the key card for the /aw/ sound.

What is this picture? Say it with me. *Yawn*.

Remind the students that this word has the letters *aw* in the middle. Together these two letters stand for the /aw/ sound. Read the sentence on the back of the card aloud. Have the students give a thumbs up when they hear the /aw/ sound.

Remind the students that these letter combinations, *au* and *aw*, make the same sound.

Give Me Five

5. Have the students think about words they know that have the /au/ or /aw/ sound.

Tell your partner at least five words that have this sound.

Use **Numbered Heads** to have some partners share their words with the class. Write them on the board. Have the students point out which words use which letter combinations.

6. Review the *-ed* ending.

Show the key card for *-ed*.

What is this picture? Say it with me. *Crushed*.

Remind the students that adding *-ed* changes the meaning to show that it happened in the past.

Write the word *jump* on the board. Have the students say the word with you. Use **Numbered Heads** to have the students use this word in a sentence. Now add an *-ed* to the end of the word. Use **Think-Pair-Share** to ask:

What is this word? How does adding the *-ed* change the meaning?

The word is jumped. The students should say that adding the -ed means that the action happened in the past.

Build Background

1. Refer the students to the reading, and have them turn to chapter 4. Read the title, "Round Up." Have the students work with their partners to predict what the chapter is about.
2. Use **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make predictions. Remind them that Today's Big Question is: What is a fall round up?

Active Instruction
continued

Teacher models
clarifying strategies.

Listening Comprehension

1. Read the introduction to chapter 4, “Round Up,” aloud.

Introduction

All summer the cowboys at the ranch have been moving cows from one grazing place to another. They have also been doing chores like fixing fences, repairing farm equipment, and raising a hay crop. The hay they grow on the ranch must feed the cows in winter when snow covers the grass lands. Now it is fall and time to bring the cows in. Mel is about to learn about fall round up.

2. Tell the students that you are going to read aloud and keep a lookout for words with the four letter combos: *ou*, *ow*, *au*, and *aw*.
3. Read the first section of “Round Up” aloud. Pause at the word *dawn* to point out the letter combination for the /aw/ sound.

Continue reading section two, and pause again when you get to the word *scratching*.

This is a long word. Let me see if there are any familiar letter combos or endings. I see this word has the *-ing* ending. I’ll cover that up and look at the rest of the word. I see the *tch* letter combo. Together these letters stand for the /ch/ sound. I’ll try sounding out the word. /s-c-r-a-tch; scratch/. Now I’ll add on the *-ing* ending: scratch-ing; *scratching*. I think that makes sense. I’ll try it in the sentence: “They keep bushes from scratching a cowboy’s legs.” Yes, that makes sense.

4. Continue reading the section. Then reread the two sections to model fluency and so the students can focus on comprehension.

Teamwork

Partner Reading

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

“Round Up” aloud with partners.

Timing Goal: 20 minutes

The students read, clarify unfamiliar words, and practice reading fluently.

Teamwork
continued



- As partners work together, circulate to prompt and reinforce the students' efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Also remind them to retell what happened after reading each section aloud.
- When the students are finished reading and clarifying the passage, use **Think-Pair-Share** to ask:

What words did you have trouble with (sticky note words)? How did you figure each word out? Did you look for words with the new sounds? Did you look for words with the *-ed* ending? Did you use clues in the sentence? Talk to your partner about what clues you used to figure out the word.

Answers will vary.

Ask several students to share their discussion with the class.

- When the students are finished reading the passage, use **Think-Pair-Share** to ask:

How did it feel to read the text smoothly?

Did it feel different?

Did you understand the text in a different way?

Answers will vary.

Ask several students to share their discussion with the class.

Word Work

- Review the rules for Quick Erase. Tell the students that they will practice making new words by using Quick Erase. Remind them that they should be able to pronounce the new words they make.
- Have partners play Quick Erase using the word *down*.

Team Discussion

- Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 1.

Team Talk Questions

- Where are the cowboys going? (write)

The cowboys are going on a fall round up.

- What do the cows eat in the winter?

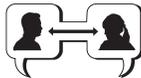
The cows eat hay at the ranch in the winter.

The students manipulate letters to make new words and practice blending sounds to say them.

The students discuss questions about the reading and individually write the answer to a question.

Teamwork
continued

Timing Goal: 10 minutes



The students study their word lists by visualizing each word.

- As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.
- Have partners check each others' sentences to make sure that the sentence starts with a capital letter and ends with a period.

Take it down a notch: Have the students answer the Team Talk questions verbally.

Time for Reflection

Class Discussion

- When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.

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

Did we answer Today's Big Question?

During the fall round up, the cowboys round up the cows to bring them in to the ranch for the winter. They will eat hay during the winter months.

Did stopping to retell the story help you understand it better?

Answers will vary.

- Ask any other questions that you think will help the students think about their own thinking, such as:

What do you need to remember about words with the /ou/ or /aw/ sounds? How can you help yourself remember the letter combos for these sounds?

Word List Practice

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

For each red word on Lists 1, 2, and 3:

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

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

Time for Reflection

continued



The students write sentences.

Dictation

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

Cowboys put on chaps.

They got up at dawn.

We round up the cows.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

We cannot count the stars.

Take it down a notch: Write one of the sentences on the board with a spelling error, and have the partners discuss what they should change to make the sentence correct.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*cowboys, dawn, round, cows*) while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.
3. Refer the students to the box for Dictation under Day 4. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner's name. Circulate and circle 5 points on Team Score Sheet/Learning Guides for sentences written correctly.
4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today's total. Refer to the spaces on the Team Score Sheet/Learning Guide under Day 4. Explain that each day team members will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

Homework

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

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

2. Tell the students that they will also practice reading "Round Up."

The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking

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Time for Reflection
continued

a friend or adult for help, to figure out the words you have underlined. Then, reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage and initial a box each time you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

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

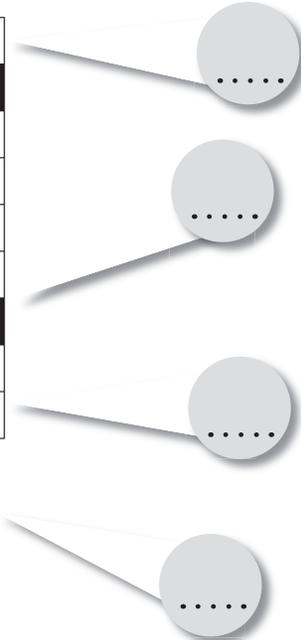
For this activity, your job is to choose a picture from the story and write a sentence about it using one or more words from the word lists. Write the sentence in the blank.

Day 4 | Student Homework

Day 4 Homework

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

Word List 1		Word List 2		Word List 3	
Green Words		Green Words		Green Words	
found	saw	crowds	called	house	sauce
scout	brown	cows	outside	sound	count
how	down	hawk	wide	dawn	round
ground	lawns	around	life	kitchen	joined
Red Words		Red Words		Red Words	
photos	said	horse	hours	food	fire
mountains		open		stars	born



2 Practice reading "Round Up." Have someone initial in a box each time you read the passage correctly and smoothly.

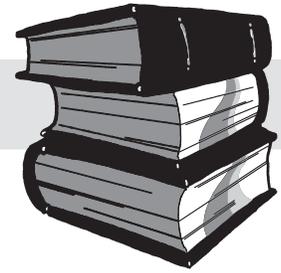


3 Choose a picture from the reading. Write a sentence about the picture using one or more of the words from your word lists.

Unit 8 | Day 5

Listening Comprehension: first two sections of chapter 5

Partner Reading: chapter 5: “Roping and Branding”



Teacher Background

In today’s chapter, “Roping and Branding,” Mel learns how the cowboys catch and brand the calves. Mel enjoys lunch at the chuck wagon with the rest of the cowboys on the round up.

Set the Stage

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

Reading Goal:

Today we will review different letter combinations that make the same sounds.

Today’s Big Question:

Why did the cowboys brand cows?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.
3. Have the students turn to their Map It Out sheets and review their goals for the unit. Use **Think-Pair-Share** to ask:

Do you think you are making progress toward your goal?

Looking at the Toll Booth for unit 8, are there any letter combinations that you do not know? Which letter combinations will you need to work on?

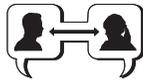
Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guides.
2. Refer to the Homework box under Day 5. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 5 on the Team Score Sheet/Learning Guide next to their partner’s name.

Timing Goal: 10 minutes

Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.

The students review their goals.



The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.

Set the Stage

continued

3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.
4. Refer to the box for Word List under Day 5 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word lists they practiced for homework. When the students successfully read all the words, the partners will initial the Word List box for Day 5 next to the partner's name. Have partners read the word lists to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 5 on their Team Score Sheet/Learning Guides. Have partners also check their partner's sentences.
5. Have partners read the homework passage from the reading to each other. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 5 on the Team Score Sheet/Learning Guides.
6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide. At the end of the unit, they will add up their daily points to get their unit scores. Remind the students that explaining their ideas to each other will improve their total scores and earn them a spot as a good, great, or super team.
7. The students who complete their work early can practice the word lists. Remind them that they must be able to read and spell the words for the cycle test.

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Timing Goal: 20 minutes

Active Instruction

Skill Review

Say-It-Fast (optional review)

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

f-l-a-sh /flash/

f-l-au-nt /flaunt/

c-r-ow-n /crown/

b-aw-l /bawl/

Break-It-Down (optional review)

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

Active Instruction
continued

The students review words with the *-all* and *-alk* endings.

cloud /c-l-ou-d/

sour /s-ou-r/

coat /c-oa-t/

wind /w-i-n-d/

Letter/Sound Review

3. Review the *-all* ending.

Show the key card for the /all/ sound.

What is this picture? Say it with me. *Ball*. The letters *-all* make the /all/ sound. Say it with me.../all/.

Read the sentence on the back of the card. Have the students snap when they hear the /all/ sound repeated.

4. Review the *-alk* ending.

Show the key card for the *-alk* ending.

What is this picture? Say it with me. *Talk*. The letters *-alk* make the /alk/ sound. Say it with me.../alk/.

Read the sentence on the back of the card. Have the students snap when they hear the /alk/ sound repeated.

Show You Know It

5. Have the students indicate whether they recognize the /all/ sound in spoken words.

Give me a thumbs up if you hear the /all/ sound in the following words:

hall [thumbs up]	ball [thumbs up]	stare [thumbs down]	shall [thumbs down]
pal [thumbs down]	sour [thumbs down]	stall [thumbs up]	call [thumbs up]

Give Me Five

6. Have the students think about words they know that end with the /all/ or /alk/ sounds.

Tell your partner at least five words that end with the /all/ or /alk/ sounds.

Use **Numbered Heads** to have some partners share their words with the class. Write them on the board.

**Build Background**

1. Refer the students to the reading, and have them turn to chapter 5. Read the title: “Roping and Branding.” Have the students work with their partners to predict what the chapter is about.
2. Use **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make

Partner and class discussions activate background knowledge and establish a purpose for reading.



.....

Active Instruction
continued

.....▶

Teacher models
clarifying strategies.

predictions. Refer the students to Today's Big Question, Why did the cowboys brand cows?

Listening Comprehension

1. Read the introduction to chapter 5, "Roping and Branding," aloud.

Introduction

The cowboys have circled a herd of cattle. They will round them up and drive them toward the ranch. It is important not to make the cattle run. A steady walk is best for the cows. But first the cowboys do some roping and branding. They separate the calves born over the summer from the herd to mark them as belonging to the Three R Ranch.

2. Tell the students that you are going to read aloud and when you come to words you don't know, you will blend sounds to pronounce the words. Tell them that you will keep a lookout for the /ou/ and /ow/; and /au/ and /aw/ combos.
3. Read the first two sections of "Roping and Branding" aloud. Pause at words such as *rounded*, and *shouted*. Model identifying the letter combinations for the /ou/ sound.

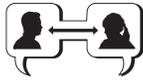
Hmm. I don't know this word. I see the *-ed* ending so I'll cover that up for now and sound out the rest of the word. The first letters are a blend I know. *Sh* together make the /sh/ sound. Wait. Next is the *ou* letter combo. I know that makes the /ou/ sound. /sh-ou-t; shout/. Now I'll add that *-ed*: *Shouted*. The word is *shouted*.

4. Pause at the word *showed* to model figuring out a word by trying the alternate sound for the letters *ow* and pronouncing the *-ed* ending.

Hmm. Here is the *sh* blend again. /sh/ Next I see this word has the letter combo *ow*. That combo can make two different sounds. First I'll try the *ow* like in *cow*: sh-ow. That doesn't sound right. I'll try the other sound for *ow*, like in *mow*. /sh-ow; show/. That is a word. Now I'll add the *-ed* ending. *Showed*. The word is *showed*. I'll try it in the sentence. "The brand showed that the cows were from the Three R Ranch." That makes sense.
5. Reread the two first sections to model fluency and so the students can focus on comprehension.

.....▶
Timing Goal: 20 minutes

.....▶
The students read, clarify unfamiliar words, and practice reading fluently.



.....▶
The students discuss questions about the reading and individually write the answer to a question.

Teamwork

Partner Reading

1. Explain to the students that reading involves more than simply being able to recognize different words. It is also important to be able to read automatically and smoothly. When they reach a point where they can read something automatically and with expression (or fluently), it will be easier to think about the meaning of what they read.
2. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don't know: sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.
3. Have the students read:

“Roping and Branding” aloud with partners.

4. As partners work together, circulate to prompt and reinforce the students' efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Also remind them to retell what happened after reading each section aloud.
5. When the students are finished reading and clarifying the passage, use **Think-Pair-Share** to ask:

What words did you have trouble with (sticky note words)? How did you figure them out? Talk to your partner about what clues you used to figure out the word.

Answers will vary.

Ask several students to share their discussion with the class.

Word Work

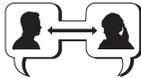
6. Have the students choose a picture from the reading and write a sentence about it using one or more words from the word lists.

Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 2.

Teamwork
continued

Timing Goal: 10 minutes



The students study their word lists by visualizing each word.

Team Talk Questions

- How did the cowboys round up cows?
The cowboys rounded up cows by shouting and riding around the cows. They pushed the cows into a bunch.
- What is a chuck wagon? (write)
A chuck wagon is a place to get food.

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

Time for Reflection

Class Discussion

- When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 2. Elicit answers to question 1, and ask if anyone answered differently.
- Use **Think-Pair-Share** to ask:

Did you read new words today that you didn't know before?

Answers will vary.

Does practice reading a passage at home each night help you read a new passage? How does it help?

The students may say that their practice reading helps them recognize letters and sounds when they see them in a new reading.

Word List Practice

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

For each word that you are still not sure how to spell:

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

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

Time for Reflection
continued

The students write sentences.

Review any words on the lists that are still difficult for your students. Point to the words randomly, and have students read them and spell them chorally.

Dictation

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

We rounded up cows.

They pulled the cow down.

The chuck wagon was like a kitchen.

2. When the students have finished writing, have them exchange their student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*rounded, cows, pulled, down, chuck, kitchen*) while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

Mack made sauce as hot as fire.

3. Refer the students to the box for Dictation under Day 5 on the Team Score Sheet/Learning Guide. Tell the students that if their partner has written the sentences correctly, they can initial in this box next to their partner's name. Circulate and circle 5 points on Team Score Sheet/Learning Guides for sentences written correctly.
4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today's total. Refer to the spaces on the Team Score Sheet/Learning Guide under Day 5. Explain that each day team members will add up their points. At the end of the unit, some teams will be good teams, some will be great teams, and some will be super teams.

Homework

1. Refer the students to the homework for Day 5. Explain that they will practice spelling the words on all three word lists.

Read the words at home tonight and practice spelling them all correctly. Have someone listen to you spell. Each time you spell the words on the list of words correctly, have the listener initial a circle.

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

.....
Time for Reflection

continued

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

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

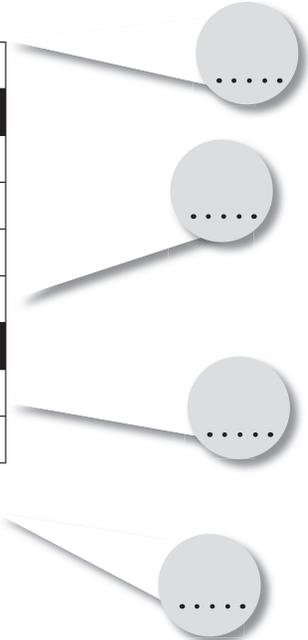
Your sentence activity tonight is to choose one picture from your reading and write a sentence about it. Use at least two words from your word lists.

Day 5 | Student Homework

Day 5 Homework

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

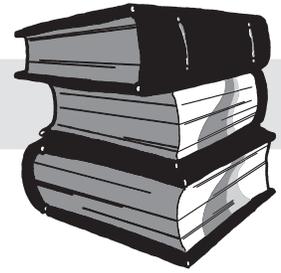
Word List 1		Word List 2		Word List 3	
Green Words		Green Words		Green Words	
found	saw	crowds	called	house	sauce
scout	brown	cows	outside	sound	count
how	down	hawk	wide	dawn	round
ground	lawns	around	life	kitchen	joined
Red Words		Red Words		Red Words	
photos	said	horse	hours	food	fire
mountains		open		stars	born



2 Practice reading "Round Up." Have someone initial in a box each time you read the passage correctly and smoothly.



3 Choose a picture from the reading. Write a sentence about the picture using two words from your word lists.



Unit 8 | Day 6

Timing Goal: 10 minutes

Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.

The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.

Set the Stage

1. Post and present today's goals.

Goals:

1. We will take the cycle test.
2. We will celebrate our accomplishments.

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guides. Display the transparency of the Team Score Sheet/Learning Guide.
2. Refer to the Homework box under Day 6. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 6 on the Team Score Sheet/Learning Guide next to their partner's name.
3. Refer to the box for Word List under Day 6 on the Team Score Sheet/Learning Guide. Tell the students that they will choose four words from the word lists and have their partners spell them. When the students successfully spell the words, the partners will initial the Word List box for Day 6 next to the partner's name. Circulate and listen to partner pairs as they spell words on the word list. For the students who have their homework and can successfully spell the four chosen words, circle 5 points in the Teacher column next to Homework and Word List for Day 6 on their Team Score Sheet/Learning Guides. Have partners also check their partner's sentence.
4. Have partners read the homework passage from the reading to each other. Indicate on the transparency the Passage box that the students will initial if their partners can read the passage smoothly with no mistakes. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 6 on the Team Score Sheet/Learning Guides.

.....

Set the Stage

continued

.....▶

Timing Goal: 5 minutes

.....▶

Timing Goal: 30 minutes

.....▶

Timing Goal: 15 minutes



- The students who complete their work early can practice the word lists. Remind them that they must be able to read and spell the words for the cycle test.

Active Instruction

Prepare the Students for the Test

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

Cycle Test

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

Time for Reflection

- Use **Think-Pair-Share** to ask questions that will help the students think about their own thinking, such as:

Do you think practicing the passages from *Life on a Ranch* helped you read the test passage today? How?

Is figuring out the letter sounds getting easier for you?

Are you beginning to recognize letter combinations right away?

Point out again that learning to read is like learning to drive a car. The more you do it, the better you get at it. The more you practice reading, the better reader you become.

- Remind the students to record the team cooperation points they have received today. Remind them that all the points team members earned today can be added up and written in the space for today's total. Refer to this space on the team score sheet under Day 6. Explain that during the next class they will add up their points and determine their team's score. Will their team be a good team, great team, or super team?

.....▶
30 points

Cycle Test

Spelling Test (3 points each)

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

- | | | |
|-----------|----------|-----------|
| 1. down | 5. found | 8. round |
| 2. saw | 6. dawn | 9. life |
| 3. cows | 7. how | 10. brown |
| 4. called | | |

.....▶
30 points

Dictation (15 points each)

The cowboys sat in the kitchen.
It was a loud sound.

Test Passage

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

Back at the Ranch

I rode Bones back to the ranch.
It was a long, LONG ride!
“Ouch!” The bushes scratched my legs.
I wished I had chaps.

The cows walked and walked.
It got late. The stars came out.
Then came that sound.
It was a loud howl.
“Is that a wolf?” I asked Mack.

Mack pointed to a spot.
“I think the wolf is by that bush.
See, now it is sniffing around,” he said.

I looked hard but did not see the wolf.
“Will the wolf get the cows?” I asked.
“No, not a lone wolf,” said Mack.
“It takes a pack to bring down a cow.”

At last we got back to the bunk house.
I called the boss on my cell.
“Did you get photos of the ranch?” she asked.

“Yes,” I said. “I got many photos.
I got photos of cowboys, cows, and branding.
I got photos of the bunk house.
I got photos of my horse, Bones.
But I did not get a photo of a wolf.”

Cycle Test

continued

**Short answer scoring rubric
(20 points):**

- short answer = 10 points
- complete sentence(s) = 4 points
- correct capitalization and punctuation = 4 points
- correct spelling throughout = 2 points

20 points

Total: 100 points

Short Answer (20 points)

Answer the question below using one or two sentences.

Can a lone wolf bring down a cow?

*No, a lone wolf cannot bring down a cow. It takes a pack to bring down a cow.***Word List (20 points)**

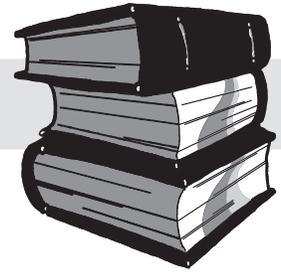
Put the best word in each blank.

1. The wolf made a loud sound.
2. The cowboys ate in the bunk house.
3. They got up at dawn.
4. The brown horse ran around the cows.
5. Put some hot sauce on the beans.

Word Bank

house	dawn	sauce
brown	loud	

Unit 8 | Toll Booth Day



Teacher Background

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

Time for Reflection is an opportunity to recognize the students' success and to help them set goals. The students add up their daily points on their team score sheets and celebrate good, great, and super teams. The students also use the Toll Booth Check and their scores on the Team Score Sheet/Learning Guide to set goals. For example, a student who was unable to identify the letters/sounds /au/ and /aw/ writes the letters in the space on the Toll Booth: "I need to work on _____." A student who notes that bringing in his or her homework regularly could improve both the individual and team's score will set that as a goal on his or her map.

.....▶
Timing Goal: 2 minutes

Set the Stage

1. Post and present today's goal.

Goal:

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

.....▶
Timing Goal: 20 minutes

Active Instruction

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

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

What have you been doing to earn points?

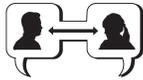


Active Instruction

continued

If your students need additional assistance filling out the Team Score Sheet/Learning Guide, you may choose to model it using the transparency.

The students review the cycle test.



Accept reasonable responses. For example, we earned points by doing the homework, practicing the word lists, reading a passage, writing sentences, practicing active listening, and explaining our ideas and telling why.

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

Answers may vary.

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

2. Explain to the students that today they will be going over the cycle test. Distribute the scored cycle tests from *Life on a Ranch*. Have the students work with their partners to review the answers. Allow the students the opportunity to ask questions of the class to clarify any outstanding questions.
3. Remind the students that today each one of them will have a Toll Booth Check, a chance to show they know the letter sounds they have been practicing before they move on to the next unit.
4. Have the students get out their Map It Out sheets, and display the transparency of the map. Remind them that this map shows their step-by-step progress in reading. They will be moving quickly from one unit to the next, stopping along the way to do Toll Booth Checks and show they know it. Use **Think-Pair-Share** to ask:

What happens when you come to the end of the map and have passed the last Toll Booth?

Accept reasonable responses.

Remind the students that at the end of the map they will move out of Level 1.

5. Refer them to the Toll Booth for unit 8 on their maps. Point out the question at the top: “How did I do?” Point out that the students now have a unit score and a cycle test score to help them answer the question, “How did I do?” Tell them to write these two scores they earned for unit 8 on their maps.



Timing Goal: 25 minutes



The students show they know the letter sounds.



The students take a pretest for the next unit.

Toll Booth Check

1. Point out to the students that on their maps, the unit 8 Toll Booth includes a list of the letter combinations they have been practicing. There is also a list of words they will need to read to pass through this Toll Booth. Have partners review the list of letter combinations to be sure they know the sounds each combo makes. Then have them read the list of words to each other in preparation for passing their Toll Booth Check.
2. While the partners practice, move from one partnership to the next to do a Toll Booth Check. Ask each student to tell you what sound the letter makes as you point to letters on the list. Point to the letters randomly so you will be sure that the student knows the letter sound. Ask each student to read words on the list as you randomly point to them. Have the students check off the letter sounds and words they read correctly. Then have the student read one of the following sentences. If they read the sentence correctly, they check off the space next to reading on the map.

How can you haul that bag?

They had to crawl to the house.

He is proud to be a law man.

3. When the students pass the Toll Booth Check, have them color in the box Toll Booth 8 to show they have moved on. Challenge these students to try the letter/sounds and words for the unit 9 Toll Booth Check. If a majority of the students are able to pass the Toll Booth Check for unit 9, consider moving the class on to unit 10.
4. For the students who are unable to identify all the letter sounds, have the students write the unchecked letters in the space: "I need to work on _____." Tell these students that they can practice these letter sounds and take the Toll Booth Check again in the coming week.

Time for Reflection

1. When all the students have had the Toll Booth Check, celebrate their successes and help them set goals for the next unit. On the Map It Out transparency, point out the space "I need to work on _____."

Remember that when we travel we set goals. We decide where we want to go and when we want to get there. You are setting goals for yourself too. You are deciding what you need to work on to get you where you want to go. Some of you may need to work on certain letter sounds, some of you may need to work on bringing in your homework or work on dictation. Your Team Score Sheet/Learning Guide and your map will help you set your goals.

Have the students look at their maps.



Timing Goal: 13 minutes

.....

Time for Reflection
continued



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

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

Where did you miss getting points on your Team Score Sheet/Learning Guide this week?

What can you do about it?

What goal will you set for yourself for next week?

How can your partner/team support you as you work toward that goal?

2. Guide the students in setting the team cooperation goal for the next unit. Display the following list of team cooperation goals, and read them aloud.

Team Cooperation Goals

Use active listening.

Complete tasks.

Everyone participates.

Explain ideas and tell why.

Help and encourage others.

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

Which team cooperation goal do you think the teams should focus on in the next unit?

3. Tell the students that it is time to add up their team scores. Have teams work together to add each team member's unit score to get the team score. Assist teams in determining whether they are a good, great, or super team.
4. Hold a brief ceremony where you award Good, Great, and Super Team certificates and acknowledge teams for their hard work and team cooperation.

.....▶

The students tally their team scores, and then celebrate good, great, and super teams.

Auto Show in Japan

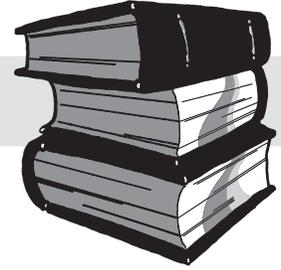
Auto Show in Japan

Summary

In *Auto Show in Japan*, Dan, the race car driver, and his pit crew boss, Pete, travel to Tokyo to test drive prototype cars at the auto show. Dan provides car companies useful information about a car's performance. Dan and Pete have the chance to explore Tokyo and take in the sights, smells, sounds, and tastes of the city.

Reading Goal

This unit reviews the principle that letters represent sounds and can be blended together to make words. The students will practice blending letter sounds to pronounce words. They will review vowel digraphs with the same sounds, such as **ew** (*flew*) and **ue** (*glue*), and word parts **-old** (*hold*), **-olt** (*bolt*), and **-oll** (*roll*).



Unit 9 | Day 1

Listening Comprehension: first two sections of chapter 1

Partner Reading: chapter 1: "We Flew to Japan"

Preparation: Materials

- Word lists on chart paper or transparency
- Team Score Sheet/Learning Guide transparency
- Key cards: *ew* (flew), *ue* (glue), *-old* (hold), *-olt* (bolt), *-oll* (roll), *u_e*

For each student

- Student edition
- Several sticky notes
- Map It Out sheet
- Notebook paper

For each team

- Team Folder
- Team Score Sheet/Learning Guide
- Key card sheet

Timing Goal: 5 minutes

Map It Out: As the students learn new letter sounds and decoding skills, they move from one location to the next and see their progress on this map. Map It Out helps the students to see what is ahead and set goals for themselves based on this information.

Throughout the lesson, award points to partners/teams when they show behavior that supports the team cooperation goal.

Teacher Background

In the Day 1 text, Dan explains how he and his crew chief flew to Japan to see the auto show.

Set the Stage

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

Reading Goals:

Today we will learn about two letter combinations, *ew* and *ue*, that make the same sound.

Today's Big Question:

What is the job of a pit crew?

2. Have the students turn to their Map It Out sheets to review their goals for this unit. Remind the students that this sheet is a plan that tells every step of a trip and that they have been using Map It Out to set their goals and track their progress as readers.
3. Distribute a Team Score Sheet/Learning Guide to each team. Specify the team cooperation goal. Remind the students of the team cooperation goal set in the previous Toll Booth Day that they will focus on in this unit.

Remember that during the last Toll Booth Day we set a team cooperation goal. In this unit, I will award up to 10 team cooperation points each day to teams whose members work

Set the Stage

continued

toward this team cooperation goal. Remember that partners help each other work toward their goals.

Give examples of what partners working toward a specific goal would do. For example, teams working on the goal of completing tasks would review the Learning Guide with their partners and remind them about what needs completing.

4. Remind the students that they will use the Team Score Sheet/Learning Guide to help them keep track of what they will practice each day and to record the points that they earn for good work.

At the end of each day, you will tally the daily points you have earned and record them on the Team Score Sheet/Learning Guide.

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

Timing Goal: 20 minutes

The students practice blending sounds to say words.

Active Instruction

Skill Review

Say-It-Fast (optional review)

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

/sh-ou-t/ shout	/b-r-i-ck/ brick	/p-i-n-ch/ pinch
/t-ow-er/ tower	/th-i-n-k/ think	/s-c-a-le/ scale
/s-l-i-p/ slip	/k-i-te/ kite	/n-i-p/ nip

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

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

Letter/Sound Review

2. Have the students write the following words as you dictate.

vine flow pink thin

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

The students review words with the /au/, /aw/, /ow/, and /ou/ sounds.

Active Instruction

continued



3. Review how the /au/ sound can be made with two different letter combinations. Write the following words on the board, and read them aloud. Point out the letter combinations in each word.

haul vault
 paw lawn
 caulk crawl

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

In which words is the /aw/ sound made with the letters *aw*?

In paw, lawn, and crawl.

4. Review how the /ow/ sound can be made with two different letter combinations. Write the following words on the board, and read them aloud. Point out the letter combinations in each word.

pout crown
 doubt loud
 town stout

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

In which words is the /ow/ sound made with the letters *ow*?

In crown and town.

Point out to the students that today they will learn another sound that can be made with two different letter combinations.

Skill Instruction

1. Tell the students that you will be introducing two letter combinations that make the same sound.

Present the /ew/ sound.

Hold up the first key card: *ew*. Say the pictured word aloud. *Flew*.

Have the students repeat the word after you say it. *Flew*.

What sound do you hear at the end of *flew*, *blew*, and *stew*?

The /ew/ sound.

Look at the card. What letters go with the /ew/ sound in *flew*?

The letters ew.

To help me remember the letters that make this /ew/ sound, I'm going to think of the letters on this key card and connect them with this picture in my mind. When I see the letters *ew* together in my reading, I will think of this picture and I will know that *ew* makes the /ew/ sound like in *flew*.

Show the students the key card as you trace the shape of the letters. Have the students practice writing the letters *ew* in the palms of

Teacher presents letters/sounds using key cards.

Active Instruction
continued

their hands. Point out that the two letters work together to make the /ew/ sound.

Read the following sentence, and ask the students if they can identify the /ew/ sounds.

I threw a new baseball to Stew.

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

2. Tell the students that there is another letter combination that makes the same /ew/ sound. Present the *ue* letter combination.

Hold up the key card for the letters *ue*. Say the pictured word aloud. *Glue*. Have the students repeat the word after you say it. *Glue*.

What sound do you hear at the end of the words *glue*, *clue*, and *true*?

The /ue/ sound.

Look at the card. What letters go with the /ue/ sound in *glue*?

The letters ue.

Point out that the letter combo *ew* and the letter combo *ue* make the same /ue/ sound.

To help me remember the letter combos that make this sound, I'm going to think of the letters on these key cards and connect them with these two pictures in my mind. When I see the letters *ew* or *ue* together in my reading, I will think of *flew* and *glue*.

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

Lia had a clue that her friend was true blue.

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

3. Remind the students that in a previous lesson, they learned another letter combo for the same sound as *ue* and *ew*. Write the words *tub* and *tube* on the board. Have partners try pronouncing the words. Use **Think-Pair-Share** to ask:

How are these words pronounced? How does the silent *e* change the way you pronounce the word?

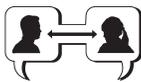
The words are tub and tube. The silent e makes the u say its name.

Hold up the key card for the *u_e* as in *cube*. Point out that the letter combo *u_e* makes the /ew/ sound as in *flew*. Point out that the students now know three different letter combos that make the same sound.

Three Lists

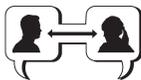
4. Make three lists on the board.

The students practice identifying letters/sounds.



Active Instruction

continued



The students practice using clues to predict the topic.



Partner and class discussions activate background knowledge and establish a purpose for reading.

ew	ue	u_e
few	true	flute
crew	clue	tube

Have the students think about words that have the /ew/ sound.

Tell your partner at least three words that have the /ew/ sound.

Use **Numbered Heads** to ask the students what words they shared with their partners. On one list, include the words that have the letters *ew* to make the /ew/ sound. On the second list, add words that have the letters *ue* to make the /ue/ sound. On the third list, write the words that have the letters *u_e* to make the same sound.

Build Background

1. Refer the students to the next unit, *Auto Show in Japan*, in their student editions. Use **Think-Pair-Share** to ask:

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

You can look at the title and pictures on the cover and inside the book.

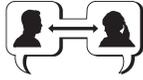
2. Have partners preview the reading and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity. Use a random selection system like **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make their predictions.
3. Have partners discuss what they already know about cars and auto shows. Use **Numbered Heads** to share the students' background knowledge on the topic.
4. Tell the students that you will read the introduction to this book. Read the following introductory text aloud.

Introduction

Dan is a race car driver. When he is not competing in races, he test drives new car models. He checks them for performance at high speed. After he drives a new model on the track, he gives the car makers feedback. He tells them what he likes and doesn't like about the way the car handles. Then the car designers figure out what changes they can make to the car to make it better.

A Japanese car company has invited Dan to come to Tokyo, Japan for an auto show. They want him to check out some of the new cars they have just designed and built. They want him to test drive the cars and give them his feedback.

Active Instruction
continued



Teacher models
clarifying strategies.

5. Refer the students to the predictions they made about the topic of the book. Point out that the introduction makes it sound like they will be reading about a race car driver who tests new car models and an auto show in Japan he has been invited to. Use **Think-Pair-Share** to ask:

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

Accept reasonable responses. For example, I would like to know what happens at an auto show in Japan. I'd like to find out what car models they want Dan to drive.

Use **Numbered Heads** to share responses and record the students' questions on the board.

Listening Comprehension

1. Tell the students that you are going to begin reading *Auto Show in Japan* aloud.

As I read, I will stop when I get to a word that I need to figure out. I will look at the letters, figure out what sounds they make, and then blend the sounds together to read the word. I will also use clues in the sentence and pictures to try to figure out new words.

2. Read the first section of the text aloud. Pause before the word *new*. Use a Think Aloud to model identifying the sound for the *ew* letter combination.

Hmm. I see one of my new letter combos in this word, *ew*. I'll try blending the sounds to pronounce it. I know it starts with /n/. Next is one of the letter combos we were just talking about, *ew*. When I see these letters it reminds me of the key card picture: flew. So *ew* makes the /ew/ sound. I'll try that. /n-ew; new/. The word is *new*. I know that word. Let me reread the sentence: *I also test new cars*. Yes that makes sense. I figured out that word.

Continue reading, and pause again at the word *crew*.

Hmm. This word has the same letter combination as the first word, *ew*. I know that makes the /ew/ sound. So now I need to sound out the rest of the letters. I know that the first letter can make the soft *c* sound or the hard *c* sound. I'll try both. First let me try the word with the soft /c/. /s-r-ew; srew/. I've never heard that word before. Let me try the hard *c*. /c-r-ew; crew/. *Crew*. I know this word. Let me see if that makes sense in the sentence.

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

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Active Instruction

continued

Word List 1 Introduction

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

Word List 1	
Green Words	
new	race
crew	flew
auto	blue
threw	space
Red Words	
cars	hotel
guy	

Stretch and Read

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

Here are words that you will meet in your reading today.

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

Sound out the green words on List 1 with your students. Use **Think-Pair-Share** to ask:

Are there any words on the word list that have letter combos that make the sounds that we learned today? Which ones are they?

They are new, crew, threw, flew, and blue.

Look at our lists of *ew* and *ue* letter combos on the board. Under which combo should I write each word?

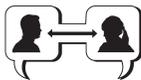
Record the students' responses.

Say-Spell-Say

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

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

Have the students read and spell the words *cars*, *guy*, and *hotel*.



.....▶
Timing Goal: 20 minutes

.....▶
The students read, clarify unfamiliar words, and practice retelling events.

Teamwork

Partner Reading

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

Clarifying Strategies

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

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

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

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

Ask for help establishes peer and teacher assistance as acceptable after efforts to clarify independently have failed.

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

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

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

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

“We Flew to Japan” aloud with partners.

Teamwork
continued



The students practice using context clues.

The students discuss questions about the reading and individually write the answer to a question.

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

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

Answers will vary.

Ask several students to share their discussion with the class.

Word Work

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

We _____ to New York in a plane. [*flew*]

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

Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will then write a sentence or two to answer question 2.

Team Talk Questions

1. Who is Pete?

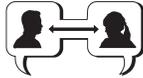
Pete is the pit crew boss.

2. Why are there tall buildings in Tokyo? (write)

There are tall buildings in Tokyo to make space for all the people.

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

Timing Goal: 10 minutes



Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 2. Elicit answers to question 1, and ask if anyone answered differently.

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

Did we answer Today's Big Question?

Yes, the pit crew keeps the cars in the best shape.

What words did you read today that are about transportation?

Answers will vary. For example, autos, cars, and flew.

Name two words from the reading that have the same /ew/ sound, but are spelled in different ways.

Answers will vary. For example, grew and blue.

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

Does picturing the key card in your mind help you remember what sound a letter combo makes?

Answers will vary.

Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists.

Describe or model, if necessary, each of the steps below.

For each word on List 1:

- Look at it, pronounce it, and say the names of its letters.
- Close your eyes and picture the word **spelled out in white lights**.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.

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

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

The students study their word lists by visualizing each word.

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Time for Reflection

continued

.....▶

The students write sentences.

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

Dictation

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

The pit crew is new.

I flew into space.

The car is not blue.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

Pat drove a new car in the auto race.

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

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*crew, new, flew, space, car, blue*) while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.
3. Display the Team Score Sheet/Learning Guide transparency. Refer the students to the box for Dictation under Day 1. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner's name. Circulate and circle 5 points on the Team Score Sheet/Learning Guide for sentences written correctly.
4. Remind the students to record the number of team cooperation points their team received today on the Team Score Sheet/Learning Guide. Explain that this number goes next to each student's name on the team in the spaces marked TCP. Show the students these spaces under Day 1 on the transparency.
5. Explain that all the points team members earned today can be added up and written in the space for today's total. Refer to this space on the Team Score Sheet/Learning Guide under Day 1. Explain that each day teams will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

Homework

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

Time for Reflection
continued

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

2. Tell the students that they will also practice reading “We Flew to Japan.”

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

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

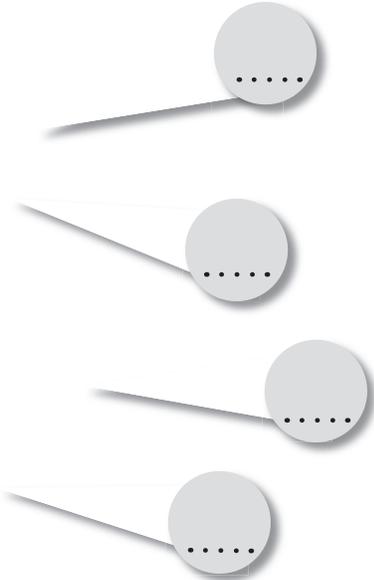
For this activity, your job is to change one letter at a time to make a new word. Be sure you can pronounce the words you make.

Day 1 | Student Homework

Day 1 Homework

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

Word List 1	
Green Words	
new	race
crew	flew
auto	blue
threw	space
Red Words	
cars	hotel
guy	



2 Practice reading "We Flew to Japan." Have someone initial in a box each time you read the passage correctly and smoothly.



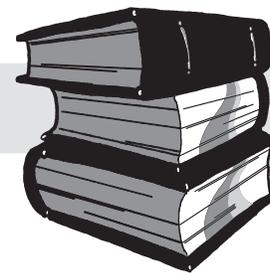
3 Play Quick Erase. Change one letter at a time to make a new word.

new _____

Unit 9 | Day 2

Listening Comprehension: first two sections of chapter 2

Partner Reading: chapter 2: “Tokyo”



Teacher Background

Today’s chapter, “Tokyo,” describes Dan and Pete’s first day exploring Japan’s capital city.

Set the Stage

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

Reading Goal:

Today we will learn three different word chunks with the letters *ol*.

Today’s Big Question:

What do Pete and Dan do to experience Tokyo?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will be awarding up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide. Display the transparency of the Team Score Sheet/Learning Guide. Remind the students that the Team Score Sheet/Learning Guide will help them keep track of what they will practice each day. It is a way for partners to help each other and be sure that everyone is moving ahead.
2. Refer to the Homework box under Day 2. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 2 on the Team Score Sheet/Learning Guide next to their partner’s name.
3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.

Timing Goal: 10 minutes

Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.

The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.


Set the Stage

continued

4. Refer to the box for Word List under Day 2 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all the words, the partners initial the Word List box for Day 2 next to the partner's name. Have partners read the words on Word List 1 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 2 on their Team Score Sheet/Learning Guides. Have partners also check their partner's Quick Erase words.
5. Have partners read the homework passage from the reading to each other. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 2 on the Team Score Sheet/Learning Guides.
6. Remind the students that at the end of the class, they will tally today's points and write them on the Team Score Sheet/Learning Guide as today's total.


Timing Goal: 20 minutes

Active Instruction

Skill Review

Say-It-Fast (optional review)

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

/p-i-t/ pit	/w-e-t-s/ wets
/s-l-i-ng/ sling	/p-ea-k/ peak
/c-a-pe/ cape	/r-oa-d/ road

Break-It-Down (optional review)

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

sipping /s-i-pp-ing/	town /t-ow-n/
called /c-a-ll-ed/	pink /p-i-nk/
watch /w-a-tch/	coin /c-oi-n/

Take it down a notch: If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds,


The students practice blending sounds to say words.

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Active Instruction
continued

.....▶

The students review words with the *ew* and *ue* letter combos.

include this extra step: after you say the word, have the students count the sounds they hear in it, then stretch the word to include that many sounds.

Letter/Sound Review

3. Remind the students that they have been learning different letter combos that make the same sounds. Write the following words on the board, and read them aloud, emphasizing each sound.

crew true

As I read these words, I hear the same sound in each one. But each has a different letter combo that makes the sound.

Have partners write the words and underline the letter combo that makes the /ew/ or /ue/ sound.

4. Hold up the key card for *ew*.

This key card helps me remember that this letter combo makes the /ew/ sound. What is this picture? Say it with me. *Flew*. Whenever I see the letter combo *ew* in my reading, I think of this picture and say to myself *flew*. It helps me connect the letter combo to the sound it makes, the /ew/ sound.

Read the sentence on the back of the key card aloud. Have the students raise their hands when they hear the /ew/ sound. Point out that each time they hear the /ew/ sound in this sentence it is spelled with the *ew* letter combo.

5. Hold up the key card for *ue*.

This is the key card for *ue*. The letters *ue* also make the /ue/ sound. /ue...ue...ue/. What is this picture? Say it with me. *Glue*.

Read the sentence on the back of the key card aloud. Have the students raise their hands when they hear the /ue/ sound. Point out that each time they hear the /ue/ sound in this sentence it is spelled with the *ue* letter combo.

6. Refer to the two words on the board again. Underline the two letter combos that make the same sound.

crew true

Skill Instruction

1. Remind the students that when they are reading and come to a word they do not know, one of the clarifying strategies is to look for chunks or parts of the word that are familiar. Tell the students that today they will be looking at three word chunks that have similar sounds. Write the following words on the board. Read the words aloud.

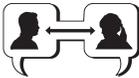
cold bolt toll

.....▶

Teacher presents letters/sounds using key cards.

Active Instruction

continued



The students practice using clues to predict the topic.



Partner and class discussions activate background knowledge and establish a purpose for reading.

As I read these words, I hear the same sound in the middle of each one. It is the /ol/ sound. Watch as I go back and underline the letters that make the /ol/ sound in each word.

cold bolt toll

I can look at all of these words and I see that the letters *ol* make the /ol/ sound. Knowing the /ol/ sound in the middle of all of these words makes it easy for me to sound out the rest of the words.

Read the words aloud again, emphasizing the letter sounds at the beginning, middle, and end of these words.

Point out to the students that being familiar with the word chunks *-old*, *-olt*, and *-oll* can help them sound out new words.

Three Lists

2. Draw the following chart on the board. Read the following list of words aloud and use **Think-Pair-Share** to ask the students which column each word goes in.

-old	-olt	-oll
------	------	------

bold roll

colt sold

stroll hold

Take it up a notch: Have the students think of words for each column.

Build Background

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

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

You can look at the chapter title and at the pictures.

2. Have partners preview chapter 2 and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity.
3. Have partners discuss what they already know about Tokyo. Use **Numbered Heads** to share the students' background knowledge on the topic.

Active Instruction
continued

English Language Learners

Display pictures or act out new vocabulary words or concepts that may be unfamiliar, such as the words *jolt* or *bold*.

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

Ask partners to think of synonyms or antonyms for new words.

Pair ELL students with the students who are more familiar with the vocabulary.

Show Tokyo, Japan on a map. Have the students share any experiences with Japanese culture.

Listening Comprehension

1. Read the introduction to chapter 2, “Tokyo,” aloud.

Introduction

Dan and Pete check into their high-rise hotel in the heart of Tokyo. The hotel is huge with over 55 floors.

As I read, I am going to continue to be on the lookout for words with the letter combos that we’ve just reviewed. I will also pay attention for words with *-old*, *-olt*, or *-oll* word chunks.

2. Begin reading “Tokyo” aloud. Pause when you get to the word *bold*. Use a Think Aloud to reveal how you use what you’ve learned to figure out how to pronounce the word.

Okay, here is a word that I don’t know how to read. I’ll see if it has any familiar word chunks. I can see that this word has one of the word chunks that I just learned: *-old*. I know that the sound in the middle of the word is the /ol/ sound. The sound at the end of the word is the /d/ sound. Let me put those sounds together. /ol-d; old/. So now what sound is at the beginning? /b/. Now I will put the whole word together. /b-old; bold/. The word is *bold*.

Use a Think Aloud to model using context clues to figure out the meaning of the word *bold*.

Now that I know how to pronounce the word *bold*, I still need to figure out what it means. One way to figure out what the word means is to read what comes before and after the word. This is called using context clues. So in this part of the text, I know that Pete feels like an ant because the hotel is 55 floors high. It is a very tall building. Dan jokes about being *bold* and taking the stairs. I think this means that *bold* is brave or gutsy. You would have to be brave or gutsy to walk up the stairs in

Teacher models
clarifying strategies.

Active Instruction

continued

a building that is 55 stories tall! I can check if I am right by replacing the word *bold* with the word *brave* and see if that makes sense. It does, so I think I've used context clues to figure out what the word means.

3. Read the second section, and pause to model clarifying the words *jolt* and *hold* by identifying the word chunks *-olt* and *-old*.
4. After you have finished modeling the skills, read the sections again to model fluency and so the students can focus on comprehension.

Word List 2 Introduction

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

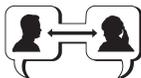
Word List 2	
Green Words	
bold	hold
jolt	stroll
sold	clue
roll	box
Red Words	
building	moves

Stretch and Read

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

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

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



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

Are there words on the word list that have the new *ol* word chunks? Which ones are they?

Bold, hold, jolt, sold, roll, *and* stroll.

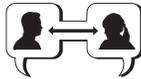
Are there any words on the list with the *ue* or *ew* letter combos?

The word clue has the ue letter combo.

Active Instruction
continued

Timing Goal: 20 minutes

The students read, clarify unfamiliar words, and practice retelling events.



The students practice using context clues.

Say-Spell-Say

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

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

As I point to the word, say it, then spell it, then say it again.

Randomly point to words, and have the students read the words as a group. Stretch or say spell say words that the students miss.

Teamwork

Partner Reading

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

2. Have the students read:

“Tokyo” aloud with partners.

3. As partners work together, circulate to prompt and reinforce the students' efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Encourage them to mark words they cannot clarify with a sticky note.
4. When the students are finished reading and clarifying the passage, do a **Think-Pair-Share** exercise:

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

Answers will vary.

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

Word Work

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

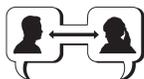
I felt a _____ when the train stopped. [*jolt*]

Teamwork

continued

The students discuss questions about the reading and individually write the answer to a question.

Timing Goal: 10 minutes



The students study their word lists by visualizing each word.

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

Team Discussion

- Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write one or two sentences that answer question 1.

Team Talk Questions

- What is a *bento*? (write)
A bento is a lunch in a box.
- What do Dan and Pete see in the park?
Dan and Pete see guys doing kendo in the park.

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

Time for Reflection

Class Discussion

- When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.
- Use **Think-Pair-Share** to ask:

Did we answer Today's Big Question?

Yes, Pete and Dan experience Tokyo by walking in the street, eating a bento lunch, and learning how to do kendo in the park.

What word was the hardest for you to read today? What was the easiest?

Answers will vary.

What are two words that end with *-old*, *-oll*, or *-olt*?

Answers will vary.

Word List Practice

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

Time for Reflection
continued

For each word on List 2:

- Look at it, pronounce it, and say the names of its letters.
- Close your eyes and picture the word **written with rice**.
- Open your eyes, and look at the word again to see if you were right.
- Cover up the word, and write it down.
- Check to see if you spelled the word correctly.
- Have your partner check your work.

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

The students write sentences.

Dictation

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

Hold the bolt for me.

I sold that box to her.

Can you roll the ball here?

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

He told us that the blue bike was new.

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

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*hold, bolt, sold, box, roll, ball*) while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.
3. Display the transparency of the Team Score Sheet/Learning Guide. Refer the students to the box for Dictation under Day 2. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner's name. Circulate and circle 5 points on the Team Score Sheet/Learning Guides for sentences that are written correctly.
4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the space for today's total. Refer to this space on the Team Score Sheet/Learning Guide under Day 2.

Time for Reflection

continued

Homework

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

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

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

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

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

For this activity, your job is to change one letter at a time to make a new word. Be sure you can pronounce the new words you make.

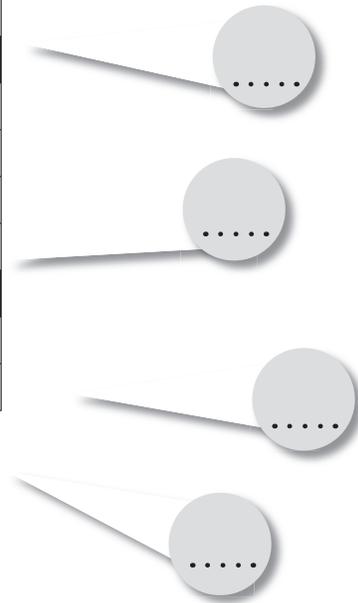
Day 2 | Student Homework

Day 2 Homework

1

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

Word List 1		Word List 2	
Green Words		Green Words	
new	race	bold	hold
crew	flew	jolt	stroll
auto	blue	sold	clue
threw	space	roll	box
Red Words		Red Words	
cars	hotel	building	moves
guy			



2

Practice reading "Tokyo." Have someone initial in a box each time you read the passage correctly and smoothly.



3

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

hold _____



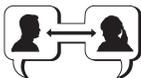
Unit 9 | Day 3

Listening Comprehension: first two sections of chapter 3

Partner Reading: chapter 3: “The Auto Show”

Timing Goal: 10 minutes

Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.



The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.

Teacher Background

In today’s chapter, “The Auto Show,” Dan and Pete see all the cars at the auto show and decide which car to test drive.

Set the Stage

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

Reading Goal:

Today we will practice figuring out words with the new sounds and word chunks we have learned.

Today’s Big Question:

Why are Dan and Pete at the auto show?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.
3. Have the students turn to their Map It Out sheets and review their goals for this unit. Use **Think-Pair-Share** to ask:

Do you think you are making progress toward your goal?

Looking at the Toll Booth for this unit, are you able to say the sounds for all of the letter combinations? Which ones will you need to work on? Are you able to pronounce the *ol* word chunks?

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide.
2. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 3 on the Team Score Sheet/Learning Guide next to their partner’s name.
3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their

Set the Stage

continued

partners successfully complete each activity, the students will initial these boxes.

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

The goal is to read the words in the passage correctly, smoothly, and with expression. If it is smooth, you are reading it quickly and the words sound connected like speech. If it is expressive, it sounds interesting, shows emotion, and would entertain an audience.

Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 3 on the Team Score Sheet/Learning Guides.

- Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide.

Active Instruction

Skill Review

Break-It-Down (optional review)

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

jolt /j-o-l-t/

told /t-o-l-d/

stick /s-t-i-ck/

sell /s-e-l-l/

roll /r-o-l-l/

awful /aw-f-u-l/

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

Timing Goal: 20 minutes

The students practice blending letter sounds.

Active Instruction

continued

The students review words with the *-old*, *-olt*, and *-oll* word chunks.



Teacher presents letters/sounds using key cards.

The students identify letter combinations/sounds.

Letter/Sound Review

2. Review the *-old*, *-olt*, and *-oll* letter groups.

Hold up the key cards for *-old*, *-olt* and *-oll*. Read the pictured words aloud. *Hold. Roll. Bolt.* Emphasize the common sound of /ol/ in each word. Write the words on the board. Read the words aloud as the students repeat them.

hold bolt roll

Look at the first word, *hold* and the *-old* word chunk. In the same way that you do for Quick Erase, you can change the first letter of this word to make a new word. Discuss with your partner what new word you can make with this *-old* word chunk.

Use **Numbered Heads** to have partners share their responses with the class. Write them on the board.

Repeat this process for the words *bolt* and *roll*.

Skill Instruction

1. Continue instruction in the *ew* letter combination.

Hold up the key card for *ew*.

This is the key card for the /ew/ sound. *Ew* makes the /ew/ sound. /ew...ew...ew/. Practice making this sound with me /ew...ew...ew/. What is in this picture? Say it with me. *Flew*.

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

2. Review the *ue* letter combination.

Hold up the key card for *ue*.

This is the key card for the /ue/ sound. Remember that *ue* makes the /ue/ sound. /ue...ue...ue/. Practice making this sound with me. /ue...ue...ue/. What is in this picture? Say it with me. *Glue*.

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

Remind the students that these are two letter combinations that make the same sound.

Two Lists

3. Refer the students to the following chart in their student editions and the sentences next to it.

ew	ue

Active Instruction
continued



The students practice using clues to predict the topic.



Partner and class discussions activate background knowledge and establish a purpose for reading.

Teacher models clarifying strategies.

- Have partners work together to identify words with the *ew* or *ue* letter combinations from the sentences and write them under the correct columns in the chart.

I flew over the blue sea.

The flowers are full of dew.

We use a few clues.

Use **Numbered Heads** to share responses.

Build Background

- Refer the students to the reading in their student editions, and have them turn to chapter 3. Read the title, “The Auto Show.”
 - Have partners preview the reading and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity. Use **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make their predictions such as the title or pictures. The students will probably predict that the reading is about the Japanese Auto Show.
- Use **Numbered Heads** to share the students’ background knowledge on the topic.

Listening Comprehension

- Read the introduction to “The Auto Show” aloud.

Introduction

Dan and Pete have come to Japan to test drive some new-model cars. After exploring the city of Tokyo all morning, they decide it is time to go to the auto show to get a look at the models they may be asked to test drive.

- Tell the students that you are going to keep all the new letter combos and *ol* word chunks in mind as you read.
- Read the first section of the chapter, pausing at the word *told*. Use a Think Aloud to show how you clarified the word.

Hmm. This word has the *-old* word chunk that I just learned. So I will blend the first letter sound, /t/ with the word chunk /t-o-l-d; told/. That makes sense because in the story, the kendo guys told Dan and Pete something.
- Model retelling the events in the first section. Continue reading the second section of the chapter, pausing at the words *few* and *new* to model sounding out these words with the /ew/ sound and trying them out in context to see if they make sense. Model retelling the events in the second section.

Active Instruction

continued

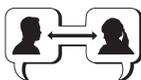
5. After you have finished modeling clarifying, read the pages again to model fluency and so the students can focus on comprehension.

Word List Introduction**Stretch and Read**

1. Display List 3. Green words are phonetically regular words that include the letters and sounds that you have presented. Red words are sight words.
2. Introduce the phonetically regular words—the green words—on List 3.

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

Word List 3	
Green Words	
subway	told
few	nice
lines	dream
blew	group
Red Words	
right	hood



As you do this exercise, select the words randomly rather than in any particular order. Use **Think-Pair-Share** to ask:

Are there words on the word list that have the /ew/ or /ue/ sounds?

Few and blew. The students may note that the ou in group has the same sound as ew.

Looking at all three word lists, can you find two words that sound exactly the same but are spelled differently?

The words blue and blew sound the same but have different letter combos.

Say-Spell-Say

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

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

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Active Instruction

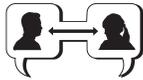
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.....▶

Timing Goal: 20 minutes

.....▶

The students read, clarify unfamiliar words, and practice retelling events.



.....▶

The students manipulate letters to make new words and practice blending sounds to say them.

After I point to and say the word, we will say it together, spell it together, and then say it again.

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

Teamwork

Partner Reading

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

“The Auto Show” aloud with partners.

3. As partners work together, circulate to prompt and reinforce the students' efforts to clarify what they read. Remind them to retell what happened after reading each section aloud.
4. When the students are finished reading and clarifying the passage, do a **Think-Pair-Share** exercise:

Talk to your partner about a word that you had trouble with (sticky note word). How did you figure it out? Did you use clues in the sentence?

Answers will vary.

Ask several students to share their discussion with the class.

Word Work

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

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

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

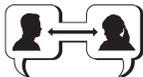
tell...toll...told...sold...cold...colt

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

Teamwork
continued

The students discuss questions about the reading and individually write the answer to a question.

Timing Goal: 10 minutes



The students study their word lists by visualizing each word.

- Have the students play Quick Erase with their partners, beginning with the word *bold*. Have partner pairs share how many words they were able to make.

Team Discussion

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

Team Talk Questions

- How did Dan and Pete get to the auto show? (write)
Dan and Pete rode the subway to the auto show.
- What do Pete and Dan see at the auto show?
Pete and Dan see many different cars at the auto show.

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

Time for Reflection

Class Discussion

- When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.
- Use **Think-Pair-Share** to ask:

Did we answer Today’s Big Question?

Yes. Dan and Pete are at the auto show to test drive new-model cars.

Do you think the cars at the auto show are special or different?

Answers will vary.

Word List Practice

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

Time for Reflection
continued

For each word on List 3:

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

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

Dictation

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

I told him to hold the roll.

The clue is in the box.

A group got on the subway.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

My pal had stew for lunch at the auto show.

Take it down a notch: Write one of the sentences on the board with a spelling error. Have partners decide which word is spelled incorrectly and correct the error.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*told, hold, roll, clue, box, group, subway*) while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.
3. Refer the students to the box for Dictation under Day 3 on the Team Score Sheet/Learning Guide. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner's name. Circulate and circle 5 points on Team Score Sheet/Learning Guide for sentences written correctly.
4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today's total. Refer to this space on the Team Score Sheet/Learning Guide under Day 3. Explain that each day teams will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

The students write sentences.

Time for Reflection

continued

Homework

1. Refer the students to the homework for Day 3. Explain that they will practice reading the words on Word List 3.

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

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

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

3. Go over the homework activity.

Your homework activity tonight is a fill-in-the-blank activity. For this activity, your job is to read each sentence and choose a word from Word List 3 that makes sense in the sentence. Write it in the blank.

Day 3 | Student Homework

Day 3 Homework

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

Word List 1		Word List 2		Word List 3	
Green Words		Green Words		Green Words	
new	race	bold	hold	subway	told
crew	flew	jolt	stroll	few	nice
auto	blue	sold	clue	lines	dream
threw	space	roll	box	blew	group
Red Words		Red Words		Red Words	
cars	hotel	building	moves	right	hood
guy					

- 2** Practice reading "The Auto Show." Have someone initial in a box each time you read the passage correctly and smoothly.

.....

.....

.....

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

- Hold rings on the subway.
- I told you that I was here.
- Jim blew bubbles into the air.



Unit 9 | Day 4

Listening Comprehension: first two sections of chapter 4

Partner Reading: chapter 4: "Test Drive"

Teacher Background

In today's chapter, "Test Drive," Dan takes a car on the track and drives at high speeds.

Set the Stage

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

Reading Goal:

Today we will review letter combinations *ew* and *ue* and the *-old*, *-olt*, and *-oll* endings.

Today's Big Question:

Why does Dan wear a helmet?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.
3. Have the students turn to their Map It Out sheets and review their goals for the unit. Use **Think-Pair-Share** to ask:

Do you think you are making progress toward your goal?

Looking at the Toll Booth for unit 9, which words have the /ew/ and /ue/ sounds? Can you read them? Which words will you need to work on? Do you recognize words with an *ol* word chunk?

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide.
2. Refer to the Homework box under Day 4. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 4 on the Team Score Sheet/Learning Guide next to their partner's name.
3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their

Timing Goal: 10 minutes

Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.



The students review their goals.

The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.

Set the Stage
continued

partners successfully complete each activity, the students will initial these boxes.

4. Refer to the box for Word List under Day 4 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all the words, the partners will initial the Word List box for Day 4 next to the partner's name. Have partners read the words on Word List 3 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 4 on their Team Score Sheet/Learning Guides. Have partners also check their partner's fill-in-the-blank answers.
5. Have partners read the homework passage from the reading to each other.

The goal is to read the words in the passage correctly, smoothly, and with expression. If it is smooth, you are reading it quickly and the words sound connected like speech. If it is expressive, it sounds interesting, shows emotion, and would entertain an audience.

Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 4 on the Team Score Sheet/Learning Guides.

6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide.

The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.

Timing Goal: 20 minutes

Active Instruction

Skill Review

Say-It-Fast (optional review)

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

/b-l-ew/	blew	/r-oa-d/	road
/c-r-ow-n/	crown	/th-r-ew/	threw
/c-l-ue/	clue	/s-p-a-ce/	space

Break-It-Down (optional review)

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

Active Instruction

continued

The students review words with the /ue/ and /ew/ sounds and the -old, -olt, and -oll word chunks.

sewn /s-ew-n/

hauled /h-au-l-ed/

told /t-o-l-d/

playing /p-l-ay-ing/

talk /t-a-l-k/

skin /s-k-i-n/

frown /f-r-ow-n/

auto /au-t-o/

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

Letter/Sound Review

3. Review the /ew/ and /ue/ sounds.

Show the key cards for the /ew/ and /ue/ sound.

Have the students say the pictured words: *flew* and *glue*. Write these words on the board. Remind the students that the letter combos *ew* and *ue* in these words make the same sound.

Have the students indicate whether or not they recognize the sound in spoken words.

Give me a thumbs up if you hear the /ew/ sound in the following words.

stewed
[thumbs up]

flew
[thumbs up]

due
[thumbs up]

blink
[thumbs down]

sink
[thumbs down]

brew
[thumbs up]

4. Review the -old, -olt and -oll word chunks.

Show the key card for the /old/ sound.

What is this picture? Say it with me. *Hold*.

Remind the students that this word includes the -old word chunk. Together these three letters stand for the /old/ sound. Read the sentence on the back of the card aloud. Have the students give a thumbs up when they hear the /old/ sound.

5. Repeat this procedure for the -olt and -oll word chunks.

Give Me Five

6. Have the students think about words they know that have the -old, -oll, or -olt word chunks.

Tell your partner at least five words that have an *ol* word chunk.

.....

Active Instruction

continued



.....▶

Partner and class discussions activate background knowledge and establish a purpose for reading.

.....▶

Teacher models clarifying strategies.

Use **Numbered Heads** to have some partners share their words with the class. Write them on the board. Have the students point out which words use which chunks.

Build Background

1. Refer the students to the reading, and have them turn to chapter 4. Read the title: “Test Drive.” Have the students work with their partners to predict what the chapter is about.
2. Use **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make predictions.

Listening Comprehension

1. Read the introduction to chapter 4, “Test Drive,” aloud.

Introduction

Pete spots a Ferrari at the auto show that he wants, but it is way too expensive to buy. Dan is more interested in taking a car to the track for a test drive. The people who invited him to the auto show have made arrangements for him to use a nearby race track. They want to find out what he thinks about the new model when he drives it at high speed on the track.

2. Tell the students that you are going to read aloud and keep a lookout for words with the *ew* and *ue* letter combos and the *ol* word chunks.
3. Read the first two sections of “Test Drive” aloud. Pause at the word *nice* and model trying the hard *c* sound and then the soft *c* sound in the word.

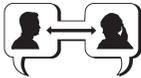
Hmm. This word looks familiar, but I don’t remember how to pronounce it. /n-i/. No wait. I think that is a silent *e* at the end so the *i* says its name. /n-i-k/. No, I don’t think that is right either. I’ll try a soft sound for *c*. /n-i-ce; nice/. I know that word.

Now I’ll sound out this next word. I see that it has a letter combo in the middle: *ea* that stands for the /ea/ sound. /d-r-ea-m; dream/. That is a word I know. I’ll reread the sentence: “That is a nice dream, Pete,” I said.” I think Dan is telling Pete that the Ferrari is a nice dream because he can only dream about owning one. Ferraris are very expensive.

4. Reread the sections to model fluency and so the students can focus on comprehension.

.....▶
Timing Goal: 20 minutes

.....▶
The students read, clarify unfamiliar words, and practice reading fluently.



.....▶
The students manipulate letters to make new words and practice blending sounds to say them.

Teamwork

Partner Reading

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

2. Have the students read:

“Test Drive” aloud with partners.

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

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

What words did you have trouble with (sticky note words)? How did you figure each word out? Did you look for letter combos or word chunks? Did you use clues in the sentence? Talk to your partner about what clues you used to figure out the words.

Answers will vary.

Ask several students to share their discussion with the class.

5. When the students are finished reading the passage, Use **Think-Pair-Share** to ask:

How did it feel to read the text smoothly?

Did it feel different?

Did you understand the text in a different way?

Answers will vary.

Ask several students to share their discussion with the class.

Word Work

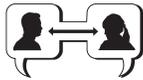
6. Review the rules for Quick Erase. Tell the students that they will practice making new words by using Quick Erase. Have partners play Quick Erase using the word *colt*.

Teamwork

continued

The students discuss questions about the reading and individually write the answer to a question.

Timing Goal: 10 minutes



The students study their word lists by visualizing each word.

Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 1.

Team Talk Questions

1. Where does Dan test drive the car? (write)
Dan test drives the car on the track.
2. What needs to be fixed on the car?
The steering needs to be fixed.

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

Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 1. Elicit answers to question 2 and ask if anyone answered differently.

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

Did we answer Today's Big Question?

Dan wears a helmet to protect his head. Driving a race car is dangerous, so Dan wears a helmet to be safe.

Did stopping to retell the story help you understand it better?

Answers will vary.

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

When you see a word chunk you know, does it help you figure out the word?

Answers will vary.

Word List Practice

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

.....

Time for Reflection

continued

.....▶
The students write sentences.

For each red word on Lists 1, 2, and 3:

- Look at it, pronounce it, and say the names of its letters.
- Close your eyes and imagine the word **spelled out in flowers**.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.

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

Dictation

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

Dan drives a few laps.

I told them it is true.

They rolled the blue car out.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

He could not hold the steering at top speed.

Take it down a notch: Write one of the sentences on the board with a spelling error and have the partners discuss what they should change to make the sentence correct.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*drives, few, told, true, rolled, blue, car*) while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.
3. Refer the students to the box for Dictation under Day 4. Tell the students that if their partner has written the sentences correctly, they can initial in this box next to their partner's name. Circulate and circle 5 points on Team Score Sheet/Learning Guides for sentences written correctly.
4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today's total. Refer to the spaces on the Team Score Sheet/Learning Guide under Day 4. Explain that each day team members will add up their points.

Time for Reflection
continued

At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

Homework

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

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

2. Tell the students that they will also practice reading “Test Drive.”

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

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

For this activity, your job is to choose a picture from the story and write a sentence about it using one or more words from the word lists. Write the sentence in the blank.

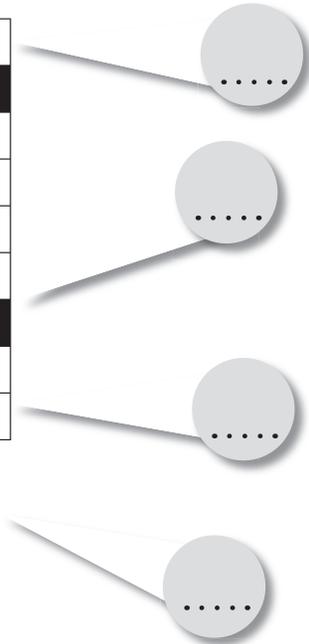
Day 4 | Student Homework

Day 4 Homework

1

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

Word List 1		Word List 2		Word List 3	
Green Words		Green Words		Green Words	
new	race	bold	hold	subway	told
crew	flew	jolt	stroll	few	nice
auto	blue	sold	clue	lines	dream
threw	space	roll	box	blew	group
Red Words		Red Words		Red Words	
cars	hotel	building	moves	right	hood
guy					



2

Practice reading "Test Drive." Have someone initial in a box each time you read the passage correctly and smoothly.



3

Choose a picture from the reading. Write a sentence about the picture using one or more of the words from your word lists.

Unit 9 | Day 5



Listening Comprehension: first two sections of chapter 5

Partner Reading: chapter 5: “Shops in Tokyo”

Teacher Background

In today’s chapter, “Shops in Tokyo,” Dan and Pete explore the sights and tastes of nighttime in Tokyo.

Set the Stage

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

Reading Goal:

Today we will review *ew* and *ue* letter combos and *-ol* word chunks.

Today’s Big Question

How does Pete feel about trying new things?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.
3. Have the students turn to their Map It Out sheets and review their goals for the unit. Use **Think-Pair-Share** to ask:

Do you think you are making progress toward your goal?

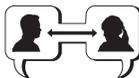
Looking at the Toll Booth for unit 9, are there any letter combinations that you do not know? Which letter combinations will you need to work on?

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide.
2. Refer to the Homework box under Day 5. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 5 on the Team Score Sheet/Learning Guide next to their partner’s name.
3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their

Timing Goal: 10 minutes

Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.



The students review their goals.

The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their daily progress.

.....

Set the Stage

continued

partners successfully complete each activity, the students will initial these boxes.

4. Refer to the box for Word List under Day 5 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word lists they practiced for homework. When the students successfully read all the words, the partners will initial the Word List box for Day 5 next to the partner's name. Have partners read the word lists to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 5 on their Team Score Sheet/Learning Guides. Have partners also check their partner's sentences.
5. Have partners read the homework passage from the reading to each other. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 5 on the Team Score Sheet/Learning Guides.
6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide. At the end of the unit, they will add up their daily points to get their unit scores. Remind the students that explaining their ideas to each other will improve their total scores and earn them a spot as a good, great, or super team.
7. The students who complete their work early can practice the word lists. Remind them that they must be able to read and spell the words for the cycle test.

.....▶

Timing Goal: 20 minutes

Active Instruction

Skill Review

Say-It-Fast (optional review)

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

f-l-ir-t /flirt/	b-l-i-n-k /blink/
g-r-ow-n /grown/	t-a-l-k /talk/

Break-It-Down (optional review)

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

group /g-r-ou-p/	soup /s-ou-p/
clap /c-l-a-p/	worth /w-or-th/

Active Instruction

continued

The students review words with the -o/ word chunk.

The students practice identifying letters/sounds.



Partner and class discussions activate background knowledge and establish a purpose for reading.

**Letter/Sound Review**

- Review the /old/ sound.

Show the key card for the /old/ sound.

What is this picture? Say it with me. *Hold*. The letters *-old* make the /old/ sound. Say it with me.../old/.

Read the sentence on the back of the card. Have the students snap when they hear the /old/ sound repeated.

- Repeat this procedure for the /olt/ and /oll/ sounds.

Show You Know It

- Have the students indicate whether or not they recognize the /old/ sounds in spoken words.

Give me a thumbs up if you hear the /old/ sound in the following words:

sold <i>[thumbs up]</i>	hold <i>[thumbs up]</i>	mold <i>[thumbs up]</i>
bolt <i>[thumbs down]</i>	sold <i>[thumbs up]</i>	halt <i>[thumbs down]</i>

- Remind the students that they know several letter combinations that make the /ew/ sound. Refer them to the following chart in their student editions and the sentences that follow it. Have partners identify words in the sentences with this sound and write them in the correct column in the chart. Use **Numbered Heads** to share responses and write them on the board.

ew	ue	u_e

Sue stirs the stew.

I watch a new mule chew.

Use the clues.

They grew a blue plum.

Build Background

- Refer the students to the reading, and have them turn to chapter 5. Read the title: “Shops in Tokyo.” Have the students work with their partners to predict what the chapter is about.
- Use **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make predictions.

Active Instruction

continued

Teacher models

clarifying strategies.

Timing Goal: 20 minutes

The students read, clarify unfamiliar words, and practice reading fluently.

Listening Comprehension

1. Read the introduction to chapter 5, “Shops in Tokyo,” aloud.

Introduction

After a long day at the track, Dan and Pete decide to check out the nightlife in Tokyo.

2. Tell the students that you are going to read aloud, and when you come to words you don't know, you will blend sounds to pronounce the words. Tell them that you will keep a lookout for letter combos that stand for the /ew/ sound and also for *ol* word chunks.
3. Read the first section of “Shops in Tokyo” aloud. Pause at the word *due*, and model using the letter combo *ue* to sound out the word. Continue reading, and pause at the word *awake*. Use a Think Aloud to model clarifying the word using context clues.

Hmm. I don't know this word. I'll see if I can figure it out from other clues. I just read that Dan was due for some sleep. This sentence says, “But Pete was wide...” I'm going to guess that this word is *awake*. The word *but* is a clue because it tells me that what Pete is doing is different from Dan. Also I know the phrase *wide awake* is used a lot. I'll see if I can sound it out now. /a-w-a-ke; awake/. Yes, I was right.

4. Read and retell the second section. Then reread the first two sections to model fluency and so the students can focus on comprehension.

Teamwork**Partner Reading**

1. Explain to the students that reading involves more than simply being able to recognize different words. It is also important to be able to read automatically and smoothly. When they reach a point where they can read something automatically and with expression (or fluently), it will be easier to think about the meaning of what they read.
2. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don't know: sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.
3. Have the students read:

“Shops in Tokyo” aloud with partners.

Teamwork
continued



- As partners work together, circulate to prompt and reinforce the students' efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Also remind them to retell what happened after reading each section aloud.
- When the students are finished reading and clarifying the passage, use **Think-Pair-Share** to ask:

What words did you have trouble with (sticky note words)? How did you figure them out? Talk to your partner about what clues you used to figure out the words.

Answers will vary.

Ask several students to share their discussion with the class.

Word Work

- Have the students choose a picture from the reading and write a sentence about it using one or more words from the word lists.

Team Discussion

- Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 2.

Team Talk Questions

- How do people use eels?
People use eels in fish stew.
- What do Pete and Dan eat? (write)
Pete and Dan eat sushi and pops.

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

Time for Reflection

Class Discussion

- When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 2. Elicit answers to question 1 and ask if anyone answered differently.

The students discuss questions about the reading and individually write the answer to a question.

Timing Goal: 10 minutes



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Time for Reflection
continued



.....▶

The students study their word lists by visualizing each word.

.....▶

The students write sentences.

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

Did we answer Today's Big Question?

Answers will vary. For example, Pete was a little afraid to eat the sushi, but he did finally try it.

Did you read new words today that you didn't know before?

Answers will vary.

Does practice reading a passage at home each night help you read a new passage? How does it help?

The students may say that their practice reading helps them recognize letters and sounds when they see them in a new reading.

Word List Practice

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

For each word that you are still not sure how to spell:

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

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

Review any words on the lists that are still difficult for your students. Point to the words randomly, and have the students read them and spell them chorally.

Dictation

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

I told him to hold her hand.

Did you have a dream?

The car blew me away.

2. When the students have finished writing, have them exchange their student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*told, hold, hand, dream, car, blew, away*) while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence

Time for Reflection
continued

is capitalized and that they end the sentence with a period or a question mark if it is a question.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

The blue stew was hot so he blew on it.

3. Refer the students to the box for Dictation under Day 5 on the Team Score Sheet/Learning Guide. Tell the students that if their partner has written the sentences correctly, they can initial in this box next to their partner's name. Circulate and circle 5 points on Team Score Sheet/Learning Guides for sentences written correctly.
4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today's total. Refer to the spaces on the Team Score Sheet/Learning Guide under Day 5. Explain that each day team members will add up their points. At the end of the unit, some teams will be good teams, some will be great teams, and some will be super teams.

Homework

1. Refer the students to the homework for Day 5. Explain that they will practice spelling the words on all three word lists.

Read the words at home tonight and practice spelling them all correctly. Have someone listen to you spell. Each time you spell the words on the lists of words correctly, have the listener initial a box.

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

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

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

Your sentence activity tonight is to choose one picture from your reading, and write a sentence about it. Use at least two words from your word lists.

Day 5 | Student Homework

Day 5 Homework

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

Word List 1		Word List 2		Word List 3	
Green Words		Green Words		Green Words	
new	race	bold	sold	subway	told
crew	flew	hold	clue	few	nice
auto	blue	jolt	roll	lines	dream
threw	space	stroll	box	blew	group
Red Words		Red Words		Red Words	
cars	hotel	building	moves	right	hood
guy					



2 Practice reading "Shops in Tokyo." Have someone initial in a box each time you read the passage correctly and smoothly.



3 Choose a picture from the reading. Write a sentence about the picture using two words from your word lists.

Unit 9 | Day 6



Timing Goal: 10 minutes

Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.

The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.

Set the Stage

1. Post and present today's goals.

Goals:

1. We will take the cycle test.
2. We will celebrate our accomplishments.

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guides. Display the transparency of the Team Score Sheet/Learning Guide.
2. Refer to the Homework box under Day 6. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 6 on the Team Score Sheet/Learning Guide next to their partner's name.
3. Refer to the box for Word List under Day 6 on the Team Score Sheet/Learning Guide. Tell the students that they will choose four words from the word lists and have their partners spell them. When the students successfully spell the words, the partners will initial the Word List box for Day 6 next to the partner's name. Circulate and listen to partner pairs as they spell words on the word list. For the students who have their homework and can successfully spell the four chosen words, circle 5 points in the Teacher column next to Homework and Word List for Day 6 on their Team Score Sheet/Learning Guides. Have partners also check their partner's sentence.
4. Have partners read the homework passage from the reading to each other. Indicate on the transparency the Passage box that the students will initial if their partners can read the passage smoothly with no mistakes. Circulate and listen to partner pairs as they read the passage. For the students who can read all of the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 6 on the Team Score Sheet/Learning Guides.

Set the Stage

continued

Timing Goal: 5 minutes

Timing Goal: 30 minutes

Timing Goal: 15 minutes



- The students who complete their work early can practice the word lists. Remind them that they must be able to read and spell the words for the cycle test.

Active Instruction

Prepare the Students for the Test

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

Cycle Test

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

Time for Reflection

Class Discussion

- Use **Think-Pair-Share** to ask questions that will help the students think about their own thinking such as:

Do you think practicing the passages from *Auto Show in Japan* helped you read the test passage today? How?

Is figuring out the letter sounds getting easier for you?

Are you beginning to recognize letter combinations right away?

Point out again that learning to read is like learning to drive a car. The more you do it, the better you get at it. The more you practice reading, the better reader you become.

- Remind the students to record the team cooperation points they have received today. Remind them that all the points team members earned today can be added up and written in the space for today's total.

Refer to this space on the team score sheet under Day 6. Explain that during the next class they will add up their points and determine their team's score. Will their team be a good team, great team, or super team?

Cycle Test

Spelling Test (3 points each)

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

- | | | |
|---------|---------|----------|
| 1. new | 5. cars | 8. sold |
| 2. hold | 6. clue | 9. moves |
| 3. roll | 7. jolt | 10. told |
| 4. few | | |

Dictation (15 points each)

It was a new blue car.

At this shop they sold fish rolls.

Test Passage

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

A Home in Japan

At the track, Pete and I met a guy named Ken.

Ken was on the pit crew.

He called us at the hotel.

“Come by my place and have some home cooking,” he said.

We got on the subway by the hotel.

It was only a few stops away.

Then we strolled down the street to Ken's place.

Ken was glad to see us.

Just inside, Ken pointed to our feet.

Pete said, “I think we take off our kicks here.”

“Yes,” said Ken.

“In Japan we all take off our kicks in the house.

It keeps the place clean.”

Ken slid open a screen.

We walked into the main part of his place.

Ken's place was new and very nice.

There were photos of cars on the walls.

30 points

30 points

Cycle Test

continued

Short answer scoring rubric

(20 points):

- short answer = 10 points
- complete sentence(s) = 4 points
- correct capitalization and punctuation = 4 points
- correct spelling throughout = 2 points

20 points

Total: 100 points

Ken told us he liked to take photos of race cars.
 He has sold some of his photos.
 His dream is to drive in a race.
 It is a dream that may come true some day.

We sat on mats at a low table to eat lunch.
 There were bowls of hot soup.
 We also had the best shrimp salad I ever tasted.
 Then Ken put a blue plate on the table
 with pieces of grilled fish.
 Pete and I ate a lot.
 Pete said, "I am so full, you will have to
 roll me back to the hotel."

Short Answer (20 points)

Answer the question below using one or two sentences.

What did Pete and Dan have for lunch at Ken's place?

They had soup, shrimp salad, and grilled fish for lunch.

Word List (20 points)

Put the best word in each blank.

1. Dan blew on the hot soup.
2. Pete was the boss of the pit crew.
3. They rolled the car on the track.
4. Hold on to the rope so you do not fall.
5. Give me a clue about what is in the box.

Word Bank

blew	hold	crew
clue	rolled	

Unit 9 | Toll Booth Day



Teacher Background

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

Time for Reflection is an opportunity to recognize the students' success and to help them set goals. The students add up their daily points on their team score sheets and celebrate good, great, and super teams. The students also use the Toll Booth Check and their scores on the Team Score Sheet/Learning Guide to set goals. For example, a student who was unable to identify the letters/sounds /ew/ and /ue/ writes the letters in the space on the Toll Booth: "I need to work on _____." A student who notes that practicing his or her passage could improve both the individual and team's score will set that as a goal on his or her map.

.....▶
Timing Goal: 2 minutes

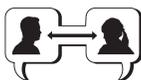
Set the Stage

1. Post and present today's goal.

Goal:

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

.....▶
Timing Goal: 20 minutes



Active Instruction

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

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

What have you been doing to earn points?

.....

Active Instruction

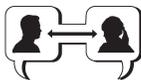
continued

.....▶

If your students need additional assistance filling out the Team Score Sheet/Learning Guide, you may choose to model it using the transparency.

.....▶

The students review the cycle test.



Accept reasonable responses. For example, we earned points by doing the homework, practicing the word lists, reading a passage, writing sentences, practicing active listening, and explaining our ideas and telling why.

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

Answers may vary.

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

2. Explain to the students that today they will be going over the cycle test. Distribute the scored cycle tests from *Auto Show in Japan*. Have the students work with their partners to review the answers. Allow the students the opportunity to ask questions of the class to clarify any outstanding questions.
3. Remind the students that today each one of them will have a Toll Booth Check, a chance to show they know the letter sounds they have been practicing before they move on to the next unit.
4. Have the students get out their Map It Out sheets and display the transparency of the map. Remind them that this map shows step-by-step their progress in reading. They will be moving quickly from one unit to the next, stopping along the way to do Toll Booth Checks and show they know it. Use **Think-Pair-Share** to ask:

What happens when you come to the end of the map and have passed the last Toll Booth?

Accept reasonable responses.

Remind the students that at the end of the map they will move out of Level 1.

5. Refer them to the Toll Booth for unit 9 on their maps. Point out the question at the top: How did I do? Point out that the students now have a unit score and a cycle test score to help them answer the question, "How did I do?" Tell them to write these two scores they earned for unit 9 on their maps.

Timing Goal: 25 minutes

The students show they know the letter sounds.

The students take a pretest for the next unit.

Timing Goal: 13 minutes

Toll Booth Check

1. Point out to the students that on their maps, the unit 9 Toll Booth includes a list of the letter combinations they have been practicing. There is also a list of words they will need to read to pass through this Toll Booth. Have partners review the list of letter combinations to be sure they know the sounds each combo or word chunk makes. Then have them read the list of words to each other in preparation for passing their Toll Booth Check.
2. While the partners practice, move from one partnership to the next to do a Toll Booth Check. Ask each student to tell you what sound the letters stand for as you point to letters on the list. Point to the letters randomly so you will be sure that the student knows the letter sounds. Ask each student to read words on the list as you randomly point to them. Have the students check off the letter sounds and words they read correctly. Then have the student read one of the following sentences. If they read the sentence correctly, they check off the space next to “I read the sentence.” on their maps.

Can you hold a few toy cars?

I took a stroll on a nice day.

Eva blew on the hot stew.

3. When students pass the Toll Booth Check, have them color in the box Toll Booth 9 to show they have moved on. Challenge these students to try the letters/sounds and words for unit 10 Toll Booth Check. If a majority of the students are able to pass the Toll Booth Check for unit 10, consider moving the class on to unit 11.
4. For the students who are unable to identify all the letter sounds, have the students write the unchecked letters in the space: “I need to work on _____.” Tell these students that they can practice these letter sounds and take the Toll Booth Check again in the coming week.

Time for Reflection

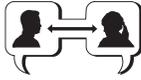
1. When all the students have had the Toll Booth Check, celebrate their successes and help them set goals for the next unit. On the Map It Out transparency, point out the space “I need to work on _____.”

Remember that when we travel we set goals. We decide where we want to go and when we want to get there. You are setting goals for yourself too. You are deciding what you need to work on to get you where you want to go. Some of you may need to work on certain letter sounds, some of you may need to work on bringing in your homework or work on dictation. Your Team Score Sheet/Learning Guide and your map will help you set your goals.

Have the students look at their maps.

Time for Reflection

continued



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

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

Where did you miss getting points on your Team Score Sheet/Learning Guide this week?

What can you do about it?

What goal will you set for yourself for next week?

How can your partner/team support you as you work toward that goal?

2. Guide the students in setting the team cooperation goal for the next unit. Display the following list of team cooperation goals, and read them aloud.

Team Cooperation Goals

Use active listening.

Complete tasks.

Everyone participates.

Explain ideas and tell why.

Help and encourage others.

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

Which team cooperation goal do you think the teams should focus on in the next unit?

3. Tell the students that it is time to add up their team scores. Have teams work together to add each team member's unit score to get the team score. Assist teams in determining whether they are a good, great, or super team.
4. Hold a brief ceremony where you award Good, Great, and Super Team certificates and acknowledge teams for their hard work and team cooperation.

The students tally their team scores, and then celebrate good, great, and super teams.

Stuck in Goo

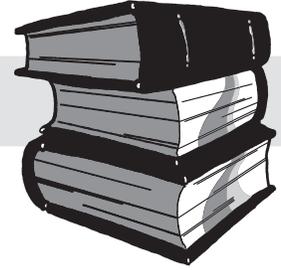
Stuck in Goo

Summary

In *Stuck in Goo*, fossil hunters Sam and Boon leave the South Dakota badlands to investigate a new fossil found in the La Brea Tar Pits. While in Los Angeles, California, Sam and Boon find the time to explore a little bit of Hollywood.

Reading Goal

This unit reviews the principle that letters represent sounds and can be blended together to make words. The students will practice blending letter sounds to pronounce words. They will review vowel digraphs with the same sounds, such as **ui** (*suit*), **oo** (*spoon*), and common word endings such as **-ild** (*child*) and **-ind** (*find*).



Unit 10 | Day 1

Listening Comprehension: first two sections of chapter 1

Partner Reading: chapter 1: "To L.A."

Preparation: Materials

- Word lists on chart paper or transparency
- Team Score Sheet/Learning Guide transparency
- Key cards: *ui* (suit), *oo* (spoon), *u_e*, *-ld* (child), *-ind* (find)

For each student

- Student edition
- Several sticky notes
- Map It Out sheet
- Notebook paper

For each team

- Team Folder
- Team Score Sheet/Learning Guide
- Key card sheet

Timing Goal: 5 minutes

Map It Out: As the students learn new letter sounds and decoding skills, they move from one location to the next and see their progress on this map. Map It Out helps the students to see what is ahead and set goals for themselves based on this information.

Teacher Background

On Day 1, Sam and Boon are called away from a dig in the South Dakota badlands. They fly to Los Angeles to investigate a fossil found in a tar pit.

Set the Stage

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

Reading Goal:

Today we will learn about different letter combinations that stand for the same sound.

Today's Big Question:

Why are Sam and Boon going to L.A.?

2. Have the students turn to their Map It Out sheets to review their goals for this unit. Remind the students that this sheet is a plan that tells every step of a trip and that they have been using Map It Out to set their goals and track their progress as readers.
3. Distribute a Team Score sheet/Learning Guide to each team. Specify the team cooperation goal. Remind the students of the team cooperation goal set in the previous Toll Booth Day that they will focus on in this unit.

Remember that during the last Toll Booth Day we set a team cooperation goal. In this unit, I will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal. Remember that partners help each other work toward their goals.

Set the Stage

continued

Throughout the lesson, award points to partners/teams when they show behavior that supports the team cooperation goal.

Timing Goal: 20 minutes

The students practice blending sounds to say words.

The students review words with the /ew/ and /ue/ sounds.



Give examples of what partners working toward the specific goal would do. For example, teams working on the goal of completing tasks would review the Learning Guide with their partners and remind them about what needs completing.

- Distribute a Team Score Sheet/Learning Guide to each team. Remind the students that they will use the Team Score Sheet/Learning Guide to help them keep track of what they will practice each day and to record points that they earn for good work.

At the end of each day, you will tally the daily points you have earned and record them on the Team Score Sheet/Learning Guide.

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

Active Instruction

Skill Review

Say-It-Fast (optional review)

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

/g-i-f-t/ gift	/b-r-i-ck/ brick	/p-l-a-ce/ place
/c-e-n-t/ cent	/sh-o-p/ shop	/l-o-ng/ long

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

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

Letter/Sound Review

- Have the students write the following words as you dictate.

blew hue grew tune true

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

- Point out to the students that all these words have the same sound, but the sound is spelled in different ways.

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

What sound do all these words share?

.....

Active Instruction
continued

.....▶

Teacher presents letters/sounds using key cards.

The /ew/ or /ue/ sound.

What letter combinations stand for this long *u* sound?

The combinations ew, u_e or ue.

How can you remember how to spell these words?

Answers will vary. For example, you can picture the words flew or glue.

Skill Instruction

1. Tell the students that today they are going to learn two more letter combinations that stand for the same long *u* sound.

Present the /ui/ sound.

Hold up the key card for the letter combo *ui*. Say the pictured word aloud. *Suit*. Have the students repeat the word after you say it. *Suit*.

What sound do you hear in the middle of *suit*, *fruit*, and *juice*?

The /ui/ sound.

Look at the card. What letters go with the /ui/ sound in *suit*?

The letters ui.

To help me remember this letter combo, I'm going to think of the letters on this key card and connect them with this picture in my mind. When I see the letters *ui* together in my reading, I will think of this picture of a suit, and I will know that *ui* makes the /ui/ sound like in *suit*.

Show the students the key card as you trace the shape of the letters. Have the students practice writing the letters *ui* in the palms of their hands. Point out that the two letters work together to make the /ui/ sound.

Read the following sentence, and ask the students if they can identify the /ui/ sounds.

My bruise was the color of fruit juice.

Have the students repeat the sentence. Read the sentence again. Have the students snap their fingers whenever they hear the /ui/ sound.

2. Tell the students that there is another letter combination that makes the same /oo/ sound as in *suit*. Present the *oo* letter combination.

Hold up the key card for the *oo* letter combo. Say the pictured word aloud. *Spoon*. Have the students repeat the word after you say it. *Spoon*.

What sound do you hear in the middle of the words *spoon*, *moon*, and *toot*?

The /oo/ sound.

Look at the letter combination on the card. What letters go with the /oo/ sound?

The letters oo.

.....

Active Instruction
continued

Point out that the letter combo *ui* and the letter combo *oo* stand for the same /oo/ sound.

To help me remember the letter combos that make this sound, I'm going to think of the letters on these key cards and connect them with these two pictures in my mind. When I see the letters *ui* or *oo* together in my reading, I will think of *suit* and *spoon*.

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

Boon stoops to see the room.

Have the students repeat the sentence. Read the sentence again. Have the students snap their fingers whenever they hear the /oo/ sound.

Two Lists

3. Point out that the students have learned two more letter combinations that make the /ui/ or /oo/ sound.

Make two lists on the board.

ui	oo
cruise	loop

Have the students think about words that have the /ui/ or /oo/ sound.

Tell your partner at least three words that have the /oo/ sound.



Use **Numbered Heads** to ask the students what words they shared with their partners. On one list, include the words that have the letters *ui* to make the /ui/ sound. On the second list, add words that have the letters *oo* to make the /oo/ sound.

Take it up a notch: Challenge the students to add *ew*, *ue*, and *u_e* words to the list.

Build Background

1. Refer the students to the next unit, *Stuck in Goo*, in their student editions. Use **Think-Pair-Share** to ask:

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

You can look at the title and pictures on the cover and inside the book.

2. Have partners preview the reading and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity. Use a random selection system like **Numbered Heads** to share responses and write predictions on the board. Ask the students to explain what clues they used to make their predictions.



.....▶

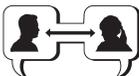
The students practice using clues to predict the topic.



Active Instruction

continued

Partner and class discussions activate background knowledge and establish a purpose for reading.



Teacher models clarifying strategies.

- Have partners discuss what they think this text might be about. Use **Numbered Heads** to share the students' background knowledge on the topic.
- Tell the students that you will read the introduction to this book. Read the following introductory text aloud.

Introduction

Samantha and Boon are fossil hunters. They dig to find fossilized bones and other traces of ancient life. Many of the fossils they find are of extinct species, animals and plants that no longer exist on earth. Sam and Boon usually dig in wild, remote areas like the Badlands of South Dakota. But today they get a call to go to Los Angeles, California. They will be looking at fossil bones found right in the middle of the city in pits of oozing tar. Sam and Boon are going to the La Brea tar pits.

- Refer the students to the predictions they made about the topic of the book. Point out that the introduction makes it sound like they will be reading about fossil hunters. Use **Think-Pair-Share** to ask:

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

Accept reasonable responses. For example, I would like to know what a fossil hunter does, or where a fossil hunter works.

Use **Numbered Heads** to share responses and record the students' questions on the board.

Listening Comprehension

- Tell the students that you are going to begin reading *Stuck in Goo* aloud.

As I read, I will stop when I get to a word that I need to figure out. I will look at the letters, figure out what sounds they make, and then blend the sounds together to read the word. I will also use clues in the sentence or pictures to help me figure out words.

- Read the first section of the text aloud. Pause before the word *noon*. Use a Think Aloud to model identifying the sound for the *oo* letter combination.

Hmm. I don't recognize this word. I'll try blending the sounds to pronounce it. I know it starts with /n-n-n/. Wait. Next is one of the letter combos we were just talking about, *oo*. When I see these letters it reminds me of the key card picture: spoon. So *oo* makes the /oo/ sound. I'll try that. /n-oo-n; noon/. The word is *noon*. I know that word. Let me reread the sentence: "It was noon in the wild bad lands." This is telling me about

Active Instruction

continued



Sound out the green words on List 1 with your students. Use **Think-Pair-Share** to ask:

Are there words on the list that have letter combos we learned today? Which ones are they?

They are noon, oozing, tooth, mood, and tools.

What other words can you think of that have the /oo/ sound with the letters oo?

Answers will vary.

What other letter combinations stand for the same sound?

The combinations ui, ew, ue, and u_e.

Record the students' responses.

Say-Spell-Say

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

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

Have the students read and spell the words *leaving*, *fossil*, and *tar*.

Timing Goal: 20 minutes

The students read, clarify unfamiliar words, and practice retelling events.

Teamwork**Partner Reading**

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

Clarifying Strategies

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

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

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

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

Ask for help establishes peer and teacher assistance as acceptable after efforts to clarify independently have failed.

Teamwork
continued

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

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

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

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

2. Have the students read:

“To L.A.”

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

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

Answers will vary.

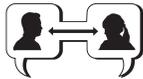
Ask several students to share their discussion with the class.

Word Work

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

I wiggled the loose _____ in my mouth. [*tooth*]

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



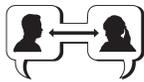
The students practice using context clues.

Teamwork

continued

The students discuss questions about the reading and individually write the answer to a question.

Timing Goal: 10 minutes

**Team Discussion**

1. Refer the students to the Team Talk questions in their student editions and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence to answer question 1.

Team Talk Questions

1. What does Boon see in his zoom lens? (write)
Boon sees a tooth when he looks in his zoom lens.
2. Why are Boon and Sam going to L.A.?
Boon and Sam are going to L.A. to look at fossil bones from the tar pits.

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

Time for Reflection**Class Discussion**

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.

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

Did we answer Today's Big Question?

Yes, Sam and Boon are going to L.A. to look at fossil bones from the tar pits.

What new words did you learn today? Did you learn words that have to do with fossil hunting?

Tools, boots, zoom lens, *and* tar pits.

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

Does picturing the key card in your mind help you remember what sound a letter combo stands for?

Answers will vary.

How often do you look at the key cards at the back of your student edition when you are reading?

Answers will vary.

Time for Reflection

continued

The students study their word lists by visualizing each word.

Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists.

Describe or model, if necessary, each of the steps below.

For each word on List 1:

- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and see the word **spelled out on a cliff**.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.

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

2. When they have finished studying the words, have partners read the list to each other. Tell the students that if students successfully read all the words, their partners initial the Word List box on the Team Score Sheet/Learning Guide for Day 1 next to the partner's name.
3. Circulate and listen to partner pairs as they read the word list. For the students who can successfully read all the words, circle 5 points in the Teacher column next to Word List for Day 1 on the Team Score Sheet/Learning Guide.

Dictation

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

I go at noon.

Pat is in a bad mood.

Hide behind the blue box.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

They packed a suit and their boots in the bag.

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

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*noon, mood, hide, behind, blue, box*), while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if the sentence is a question.

The students write sentences.

• • • • •

Time for Reflection

continued

3. Display the Team Score Sheet/Learning Guide transparency. Refer the students to the box for Dictation under Day 1. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner's name. Circulate and circle 5 points on the Team Score Sheet/Learning Guide for sentences written correctly.
4. Remind the students to record the number of team cooperation points their team received today on the Team Score Sheet/Learning Guide. Explain that this number goes next to each student's name on the team in the spaces marked TCP. Show the students these spaces under Day 1 on the transparency.
5. Explain that all the points team members earned today can be added up and written in the space for today's total. Refer to this space on the Team Score Sheet/Learning Guide under Day 1. Explain that each day teams will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

Homework

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

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

2. Tell the students that they will also practice reading "To L.A."

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

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

For this activity, your job is to change one letter at a time to make a new word. Be sure that you can pronounce the new words you make.

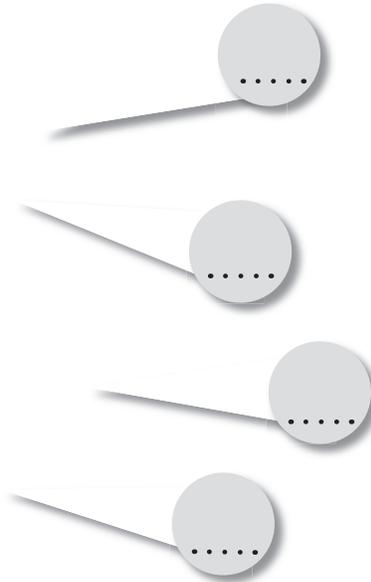
Day 1 | Student Homework

Day 1 Homework

1

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

Word List 1	
Green Words	
noon	behind
oozing	mood
tooth	mean
wild	tools
Red Words	
leaving	tar
fossil	



2

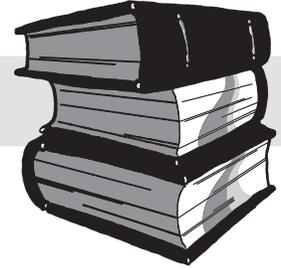
Practice reading "To L.A." Have someone initial in a box each time you read the passage correctly and smoothly.



3

Play Quick Erase. Change one letter at a time to make a new word.

noon _____



Unit 10 | Day 2

Listening Comprehension: first two sections of chapter 2

Partner Reading: chapter 2: “The Tar Pits”

Timing Goal: 10 minutes

Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.

The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.

Teacher Background

Boon and Sam land in L.A. and head to the La Brea Tar Pits. Boon and Sam hope to meet with Dr. Wild and see the new fossil.

Set the Stage

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

Reading Goal:

Today we will practice identifying different word chunks.

Today’s Big Question:

What kinds of fossil bones have been found in the tar pits?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will be awarding up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide. Display the transparency of the Team Score Sheet/Learning Guide. Remind the students that the Team Score Sheet/Learning Guide will help them keep track of what they will practice each day. It is a way for partners to help each other and be sure that everyone is moving ahead.
2. Refer to the Homework box under Day 2. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 2 on the Team Score Sheet/Learning Guide next to their partner’s name.
3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.
4. Refer to the box for Word List under Day 2 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each

Set the Stage

continued

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

5. Have partners read the homework passage from the reading to each other. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 2 on the Team Score Sheet/Learning Guide.
6. Remind the students that at the end of the class, they will tally today's points and write them on the Team Score Sheet/Learning Guide as today's total.

Timing Goal: 20 minutes

The students practice blending sounds to say words.

Active Instruction

Skill Review

Say-It-Fast (optional review)

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

/ch-a-l-k/ chalk

/h-a-ng/ hang

/f-o-l-d/ fold

/p-r-oo-f/ proof

Break-It-Down (optional review)

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

join /j-oi-n/

sing /s-i-ng/

blunt /b-l-u-n-t/

part /p-a-r-t/

jaw /j-aw/

sick /s-i-ck/

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

Active Instruction

continued

The students review words with the /ui/ and /oo/ sounds.

Letter/Sound Review

3. Remind the students that they have been learning different letter combos that stand for the /oo/ sound. Write the following words on the board and read them aloud, emphasizing each sound.

juice proof

As I read these words, I hear the same sound in each one. But each has a different letter combo that stands for the sound.

Have partners write the two words and underline the letter combo that makes the /oo/ sound.

4. Hold up the key card for the letter combo *ui*.

This key card helps me remember that this letter combo stand for the /ui/ sound. What is this picture? Say it with me. *Suit*. Whenever I see the letter combo *ui* in my reading, I think of this picture and say to myself *suit*. It helps me connect the letter combo to the sound it makes, the /ui/ sound.

Read the sentence on the back of the key card aloud. Have the students raise their hands when they hear the /ui/ sound. Point out that each of the /ui/ sounds in this sentence is spelled with the *ui* letter combo.

5. Hold up the key card for the letter combo *oo*.

This is the key card for *oo*. The letters *oo* also make the /oo/ sound. /oo...oo...oo/. What is this picture? Say it with me. *Spoon*.

Read the sentence on the back of the key card aloud. Have the students raise their hands when they hear the /oo/ sound. Point out that each of the /oo/ sounds they hear in this sentence is spelled with the *oo* letter combo.

6. Refer to the two words on the board again and underline the two letter combos that make the same sound.

juice proof

Skill Instruction

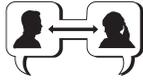
1. Remind the students that when they are reading and come to a word they do not know, one of the clarifying strategies is to look for chunks or parts of the word that are familiar. Tell the students that today they will be looking at two different word chunks that have similar parts. Write the following words on the board. Read the words aloud.

wild kind

As I read these words, I hear the same vowel sound in the middle of each one. It is the long /i/ sound. Both of these words also end with the /d/ sound. Watch as I go back and underline the letters that both of these words have in common.

Teacher presents letters/sounds using key cards.

Active Instruction
continued



wild kind

I can look at both of these words and I see that the letter *i* stands for the long /i/ sound, and the words both end with *d*. Knowing the /i/ sound in the middle of the words and the /d/ sound at the end makes it easy for me to sound out the rest of the words.

Read the words aloud again, emphasizing the letter sounds at the beginning, middle, and end of these words.

Point out to the students that being familiar with the word chunks *-ild* and *-ind* can help them sound out new words.

Two Lists

2. Draw the following chart on the board. Read the following list of words aloud, and use **Think-Pair-Share** to ask the students which column each word goes in.

-ild	-ind	
		blind
		mild
		mind
		wild

Take it up a notch: Have the students think of words for each column.

Show You Know It

3. Point out that the students have learned to identify several different word chunks. Refer the students to the following word chunk chart in their student editions. Have partners discuss and write a word for each chunk.

-ind -ild -all -alk

Take it up a notch: Have the students use each new word in a sentence.

Build Background

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

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

You can look at the chapter title and at the pictures.

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

The students practice using clues to predict the topic.



Active Instruction

continued

Partner and class discussions activate background knowledge and establish a purpose for reading.

Teacher models clarifying strategies.

- Have partners discuss what they already know about the La Brea tar pits. Use **Numbered Heads** to share the students' background knowledge on the topic. Where do you think you can find a tar pit?

English Language Learners

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

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

Ask partners to think of synonyms or antonyms for new words. Pair ELL students with the students who are more familiar with the vocabulary.

Have the students share how to say new vocabulary words in different languages.

Listening Comprehension

- Read the introduction to chapter 2, "The Tar Pits," aloud.

Introduction

Sam and Boon arrive in Los Angeles. They go straight to the La Brea tar pits on Wilshire Boulevard. Sam is anxious to talk to Dr. Wild of the Page Museum. Like Sam, Dr. Wild is also a paleontologist (a scientist who studies fossils). Dr. Wild has found an unusual fossil in the tar pit, and he wants Sam to take a look at it.

As I read, I am going to continue to be on the lookout for words with the letter combos that we've just reviewed.

I will also pay attention for letter combinations that I've already learned.

- Begin reading "The Tar Pits" aloud. Pause when you get to the word *zoomed*. Use a Think Aloud to reveal how you use what you've learned to figure out how to pronounce the word.

Okay, so here is a word that is unfamiliar, but if I break down the word, I can see some familiar word parts. In the beginning, I see the *oo* that makes the /oo/ sound. So I will put that sound together with the beginning and ending sounds. /z-oo-m; zoom/. So now I have the first part of the word. *Zoom*. I've also already learned that adding *-ed* to the end of the word makes the /d/ sound. So now I will put all of the sounds together. /zoom-d/zoomed. The word is *zoomed*.

Continue reading, and pause at the word *thousands* to model clarifying.

.....

Active Instruction
continued

Hmm. This is a long word and I don't recognize it. I'll try breaking it down. I know the first two letters together stand for the /th/ sound. Oh, I see a letter combo I know: the letter combo *ou* stands for the /ou/ sound. /th-ou-s-a-n-d-s; thousands/. That is a word. I'll try it in the sentence to see if it makes sense: "Those animals have not been around for thousands of years." Yes, I've figured out that long word by breaking it down.

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

Word List 2 Introduction

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

Word List 2	
Green Words	
zoomed	find
kind	child
cruise	too
room	mind
Red Words	
thousands	age
could	

Stretch and Read

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

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

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

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

Are there words on the word list that have the /oo/ or /ui/ sounds? Which ones are they?

Zoomed, cruise, *and* too.



.....

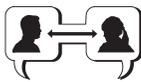
Active Instruction
continued

.....▶

Timing Goal: 20 minutes

.....▶

The students read and clarify unfamiliar words.



.....▶

The students practice using context clues.

Point out that in each of the words, two different letter combinations make the same sound.

Say-Spell-Say

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

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

As I point to the word, say it, then spell it, then say it again.

Randomly point to words, and have the students read the words as a group. Stretch or say spell say words that the students miss.

Teamwork

Partner Reading

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

“The Tar Pits” aloud with partners.

3. As partners work together, circulate to prompt and reinforce the students' efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Encourage them to mark words they cannot clarify with a sticky note.
4. When the students are finished reading and clarifying the passage, do a **Think-Pair-Share** exercise:

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

Answers will vary.

Ask several students to share their discussion with the class.

Celebrate the students' successful reading of the passage.

Word Work

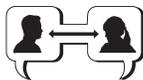
5. Have the students turn to the Word Work activity for Day 2. Tell the students how to complete the activity. They will read the sentence and write the word from Word List 2 that makes the most sense in the sentence.

Teamwork

continued

The students discuss questions about the reading and individually write the answer to a question.

Timing Goal: 10 minutes



I can't _____ my blue shirt! [*find*]

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

Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. After discussing the questions with their teams, they will write one or two sentences to answer question 1.

Team Talk Questions

1. What was in the big room? (write)
The big room had many fossil bones.
2. What kinds of fossil bones have been found in the tar pits?
Fossil bones from mastodons, wolves, ground sloths, big cats, and camels have been found in the tar pits.

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

Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.
2. Use **Think-Pair-Share** to ask:

Did we answer Today's Big Question?

Yes, the fossil bones of several different types of animals have been found in the tar pits.

What word was the hardest for you to read today? What was the easiest?

Answers will vary.

What are two words that you read that have the /ild/ or /ind/ sound?

Find, wild, and kinds.


Time for Reflection

continued



The students study their word lists by visualizing each word.

Word List Practice

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

For each word on List 2:

- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and picture the word **spelled out in magnets**.
- Open your eyes, and look at the word again to see if you were right.
- Cover up the word, and write it down.
- Check to see if you spelled the word correctly.

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

Dictation

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

The moon was like a ball.

That suit is wild.

What kinds of cats did you find?

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

We zoomed around the lake in a cruise ship.

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

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*moon, ball, suit, wild, kinds, find*), while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.
3. Display the transparency of the Team Score Sheet/Learning Guide. Refer the students to the box for Dictation under Day 2. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner's name. Circulate and circle 5 points on Team Score Sheet/Learning Guide for sentences that are written correctly.
4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned



The students write sentences.

• • • • •
Time for Reflection
continued

today can be added up and written in the space for today's total. Refer to this space on the Team Score Sheet/Learning Guide under Day 2.

Homework

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

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

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

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

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

For this activity, your job is to change one letter at a time to make a new word. Be sure you can pronounce the new words you make.

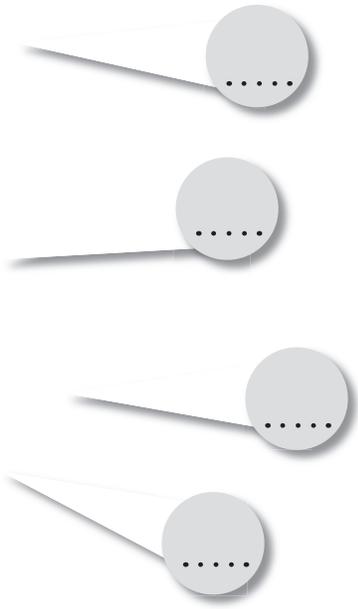
Day 2 | Student Homework

Day 2 Homework

1

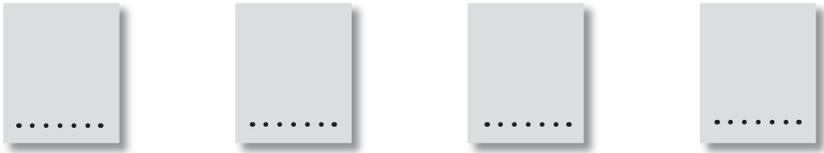
Practice reading the words in Word List 2. Have someone initial in a circle each time you read all the words on lists 1 and 2 correctly.

Word List 1		Word List 2	
Green Words		Green Words	
noon	behind	zoomed	find
oozing	mood	kind	child
tooth	mean	cruise	too
wild	tools	room	mind
Red Words		Red Words	
leaving	tar	thousands	age
fossil		could	



2

Practice reading "The Tar Pits." Have someone initial in a box each time you read the passage correctly and smoothly.



3

Play Quick Erase. Change one letter at a time to make a new word.

kind _____

Unit 10 | Day 3

Listening Comprehension: first two sections of chapter 3

Partner Reading: chapter 3: “40,000 Years Old”



Teacher Background

In today’s chapter, “40,000 Years Old,” Sam and Boon talk to Dr. Wild and learn why the bones of many predators have been found in the gooey tar pits.

Set the Stage

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

Reading Goal:

Today we will review letter combinations that stand for the same sound and identify some word chunks.

Today’s Big Question:

How did fossil bones get in the tar pits?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will be awarding up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.
3. Have the students turn to their Map It Out sheets and review their goals for this unit. Use **Think-Pair-Share** to ask:

Do you think you are making progress toward your goal?

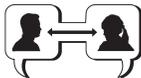
Looking at the Toll Booth for this unit, are you able to say the sounds for all the letter combinations? Which ones will you need to work on?

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide.
2. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 3 on the Team Score Sheet/Learning Guide next to their partner’s name.
3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their

.....▶
Timing Goal: 10 minutes

.....▶
Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.



.....▶
The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.

Set the Stage

continued

partners successfully complete each activity, the students will initial these boxes.

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

The goal is to read the words in the passage correctly, smoothly, and with expression. If it is smooth, you are reading it quickly and the words sound connected like speech. If it is expressive, it sounds interesting, shows emotion, and would entertain an audience.

Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 3 on the Team Score Sheet/Learning Guide.

6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide.

Active Instruction

Skill Review

Break-It-Down (optional review)

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

spark /s-p-a-r-k/	pans /p-a-n-s/	fruit /f-r-ui-t/
with /w-i-th/	coop /c-oo-p/	lift /l-i-f-t/

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

Timing Goal: 20 minutes

The students practice blending letter sounds.

Active Instruction

continued

The students review words with the *-ild* and *-ind* word chunks.



Teacher presents letters/sounds using key cards.

The students identify letter combinations/sounds.

Letter/Sound Review

- Review the *-ild* and *-ind* letter groups. Hold up the key cards for *-ild* and *-ind*. Say the pictured words.

Write the following words on the board. Read the words aloud as the students repeat them.

wind wild
mind mild

Look at the first pair of words, *wind* and *wild*. Both of these words start with the same sound, /w/. I get two totally different words when I add the different endings to the letter *w*. Repeat these word pairs after me. *Wind*. *Wild*. Now I will try using the letter *m* to begin the words. Adding the *-ind* word chunk, I have the word *mind*. Say that with me: *Mind*. If I add the *-ild* word chunk, I have a different word: *mild*. Say that with me: *Mild*.

Give Me Five

- Have partners use the *-ind* and *-ild* letter groups to make five words. Tell your partner at least five words that end with either the *-ind* word chunk or the *-ild* word chunk.

Use **Numbered Heads** to have some partners share their words with the class. Write them on the board.

Skill Instruction

- Continue instruction in the *oo* letter combination.

Hold up the key card for letter combo *oo*.

This is the key card for the /oo/ sound. *Oo* makes the /oo/ sound. /oo...oo...oo/. Practice making this sound with me. /oo...oo...oo/. What is in this picture? Say it with me. *Spoon*.

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

- Hold up the key card for the letter combo *ui*.

This is the key card for the letter combo *ui*. Remember that *ui* is another letter combo that stands for the /ui/ sound. /ui...ui...ui/. What is in this picture? Say it with me. *Suit*.

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

Remind the students that these are two letter combinations that stand for the same sound.

Two Lists

- Refer the students to the following chart in their student editions and the sentences next to it.

oo	ui
----	----

Active Instruction

continued



The students practice using clues to predict the topic.



Partner and class discussions activate background knowledge and establish a purpose for reading.

Teacher models clarifying strategies.

Read the sentences aloud. Have the partners work together to identify the letter combinations in the words with the *oo* or *ui* letter combinations from the sentences, and write them under the correct columns in the chart.

I used a spoon to stir the juice.

I am in a bad mood.

She has a big bruise.

Use **Numbered Heads** to share responses.

Build Background

1. Refer the students to the reading in their student editions, and have them turn to chapter 3. Read the title, “40,000 Years Old.”
2. Have partners preview the reading and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity. Use **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make their predictions such as the title or pictures. The students will probably predict that the reading is about what happened 40,000 years ago.
3. Use **Numbered Heads** to share the students’ background knowledge and questions concerning the topic such as: *What was the United States like 40,000 years ago?*

Listening Comprehension

1. Read the introduction to “40,000 Years Old” aloud.

Introduction

Sam and Boon explore the museum and look at the animal fossils. These animals lived from 10,000 to 40,000 years ago, during the Ice Age, a time period when the climate was cooler. Many of the animals, like the saber-toothed cat, the mastodon, the American lion, and the giant ground sloth have died out and are now extinct.

Sam and Boon are very interested in looking at the fossils because they have been finding the bones and teeth of some of these same animals out in the badlands. Sam is looking forward to seeing this unusual fossil that Dr. Wild has found. She thinks it may be a bone from a giant bird of the Ice Age.

2. Tell the students that you are going to keep the letter combos *oo* and *ui* in mind to help you figure out words as you read.
3. Read the first two sections of the chapter, pausing at the word *suit*. Use a Think Aloud to show how you clarified the word.

.....
Active Instruction
 continued

Hmm. I recognize one of the new letter combinations, *ui*. I know this stands for the /ui/ sound. It should be easy to sound out this word now that I know the sounds in the word. The word begins with the letter *s*. This makes the /s/ sound. Then there is the letter combination, *ui*. So let me put those sounds together. /s-ui.../. And what is the sound at the end of the word? It's the /t/ sound. If I put all of the sounds together, I get /s-ui-t; suit/. Let me check and see if that makes sense in the sentence. "Just then, they saw a man in a blue suit." That makes sense.

Continue reading and pause at the word *soon*. Model identifying the *oo* letter combo and sounding out the word.

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

Word List Introduction

1. Display List 3. Green words are phonetically regular words that include the letters and sounds that you have presented. Red words are sight words.

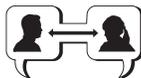
Word List 3	
Green Words	
suit	fruit
soon	stuck
size	choose
mild	juice
Red Words	
wolves	mark
bird	star

Stretch and Read

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

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

As you do this exercise, select the words randomly rather than in any particular order. Use **Think-Pair-Share** to ask:



.....

Active Instruction
continued

Are there words on the word list that end in *-ild*?

Mild.

What words have the *oo* letter combo?

Choose *and* soon.

Are there any words on the list with the *ui* letter combo?

Juice, fruit, *and* suit.

Say-Spell-Say

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

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

After I point to and say the word, we will say it together, spell it together, and then say it again.

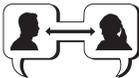
Randomly point to words, and have the students read any words from earlier lists that still give them difficulty.

.....

Timing Goal: 20 minutes

.....

The students read, clarify unfamiliar words, and practice retelling events.



Teamwork

Partner Reading

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

“40,000 Years Ago” aloud with partners.
3. As partners work together, circulate to prompt and reinforce the students' efforts to clarify what they read. Remind them to retell what happened after reading each section aloud.
4. When the students are finished reading and clarifying the passage, do a **Think-Pair-Share** exercise:

Talk to your partner about a word that you had trouble with (sticky note word). How did you figure it out? Did you use clues in the sentence?

Answers will vary.

Ask several students to share their discussion with the class.

Word Work

5. Review the activity, Quick Erase. Remind the students that the goal of this activity is to make as many different words as possible by changing only one letter at a time. Write the word *mood* on the board.

.....

The students manipulate letters to make new words and practice blending sounds to say them.

Teamwork
continued

Slowly touch each letter. Have the students make the sounds with you and then blend them to say the word.

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

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

mood...moon...soon...loon...loot...boot

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

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

Team Discussion

1. Refer the students to the Team Talk questions in their student editions and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 1.

Team Talk Questions

1. How is tar made? (write)

Tar is oil that dries out.

2. How do animals get stuck in the tar?

Animals get stuck in the tar when they go into the tar to get a drink of water. The tar is so sticky that they can't get back out.

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

Time for Reflection

Class Discussion

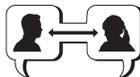
1. When the students have completed their team discussion and written their answers, review the answers with the class. Use **Numbered Heads** to elicit an answer, and ask if anyone answered differently.
2. Use **Think-Pair-Share** to ask:

Did we answer Today's Big Question?

Yes. The fossil bones got in the tar pits because long ago animals went to get a drink and got stuck in the tar.

The students discuss questions about the reading and individually write the answer to a question.

Timing Goal: 10 minutes




Time for Reflection

continued



The students study their word lists by visualizing each word.



The students write sentences.

Why are the bones of many predators like saber-toothed cats found in the tar?

Predators came to eat animals that were stuck and got stuck too. The animals died and their bones were preserved by the tar.

What are some words you read that have the oo or the ui letter combo?

Answers will vary. Suit, moon, goo, soon, and too.

3. Write the following words on the board, underline the letter combos, and read them aloud.

suit moon cruide

Remind the students that these letter combos stand for the same sound. Point out that the word *crude* has the same sound because the silent *e* makes the *u* say its name.

Word List Practice

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

For each word on List 3:

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

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

Dictation

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

How big is the suit?

Just choose a fruit soon.

Look at that huge shin bone!

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

The wild animal gets stuck in goo.

Take it down a notch: Write one of the sentences on the board with a spelling error. Have partners decide which word is spelled incorrectly and correct the error.

Time for Reflection
continued

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*suit, choose, fruit, soon, huge, bone*), while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.
3. Refer the students to the box for Dictation under Day 3 on the Team Score Sheet/Learning Guide. Tell the students that if their partner has written the sentence correctly, they can initial this box next to their partner's name. Circulate and circle 5 points on Team Score Sheet/Learning Guide for sentences written correctly.
4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today's total. Refer to this space on the Team Score Sheet/Learning Guide under Day 3. Explain that each day teams will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

Homework

1. Refer the students to the homework for Day 3. Explain that they will practice reading the words on Word List 3.

Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the list of words correctly, have the listener initial a circle.
2. Tell the students that they will also practice reading "40,000 Years Old."

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

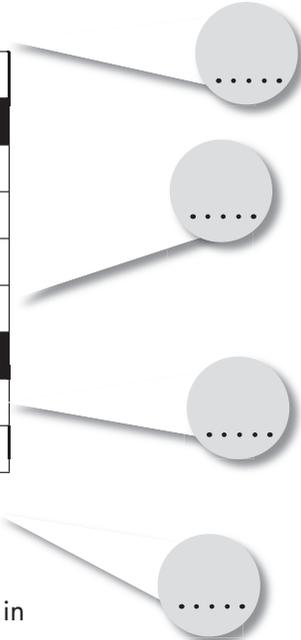
Your homework activity tonight is a fill-in-the-blank activity. For this activity, your job is to read each sentence and choose a word from Word List 3 that makes sense in the sentence. Write it in the blank.

Day 3 | Student Homework

Day 3 Homework

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

Word List 1		Word List 2		Word List 3	
Green Words		Green Words		Green Words	
noon	behind	zoomed	find	suit	fruit
oozing	mood	kind	child	soon	stuck
tooth	mean	cruise	too	size	choose
wild	tools	room	mind	mild	juice
Red Words		Red Words		Red Words	
leaving	tar	thousands	age	wolves	mark
fossil		could		bird	star



2 Practice reading "40,000 Years Ago." Have someone initial in a box each time you read the passage correctly and smoothly.



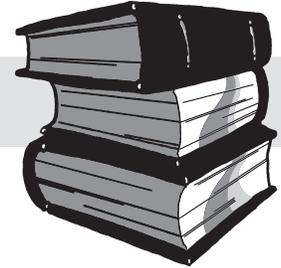
3 Fill in the blank. Choose the word from Word List 3 that makes the most sense in the sentence. Write it in the blank.

1. We have to go soon, so pack your bag.
2. I like to drink grape juice.
3. Some pins were stuck into Lew's suit.

Unit 10 | Day 4

Listening Comprehension: first two sections of chapter 4

Partner Reading: chapter 4: “Odd Fossil”



Teacher Background

In today’s chapter, “Odd Fossil,” Sam and Boon see Dr. Wild’s unusual find, a fossil bone from a very large, extinct bird.

Set the Stage

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

Reading Goal:

Today we will review different letter combinations and word endings.

Today’s Big Question:

What is the mark on the bone?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will be awarding up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.
3. Have the students turn to their Map It Out sheets and review their goals for the unit. Use **Think-Pair-Share** to ask:

Do you think you are making progress toward your goal?

Looking at the Toll Booth for unit 10, which words have the *oo* and *ui* letter combos? Can you read them? Which words will you need to work on?

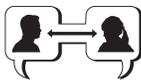
Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide.
2. Refer to the Homework box under Day 4. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 4 on the Team Score Sheet/Learning Guide next to their partner’s name.
3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their

.....▶
Timing Goal: 10 minutes

.....▶
Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.

.....▶
The students review their goals.



.....▶
The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.

Set the Stage

continued

partners successfully complete each activity, the students will initial these boxes.

4. Refer to the box for Word List under Day 4 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all the words, the partners will initial the Word List box for Day 4 next to the partner's name. Have partners read the words on Word List 3 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 4 on their Team Score Sheet/Learning Guide. Have partners also check their partner's fill-in-the-blank answers.
5. Have partners read the homework passage from the reading to each other.

The goal is to read the words in the passage correctly, smoothly, and with expression. If it is smooth, you are reading it quickly and the words sound connected like speech. If it is expressive, it sounds interesting, shows emotion, and would entertain an audience.

Circulate and listen to partner pairs as they read the passage. For the students who can read all of the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 4 on the Team Score Sheet/Learning Guide.

6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide.

Active Instruction

Skill Review

Say-It-Fast (optional review)

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

/s-l-i-ce/	slice	/s-k-i-p/	skip
/b-r-oo-m/	broom	/c-u-te/	cute
/t-ea-m/	team	/s-t-a-n-d/	stand

Break-It-Down (optional review)

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

Timing Goal: 20 minutes

Active Instruction
continued

thin /th-i-n/	blend /b-l-e-n-d/
brim /b-r-i-m/	crib /c-r-i-b/
pail /p-ai-l/	crude /c-r-u-de/
puts /p-u-t-s/	tube /t-u-be/

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

Letter/Sound Review

3. Review the /oo/, /u_e/, and /ui/ sounds.

Show the key cards for the /ou/, /u_e/, and /ui/ sounds.

Have the students say the pictured words: *spoon*, *cube*, and *suit*.

Write these words on the board. Remind the students that the letter combos *oo*, *u_e*, and *ui* in these words make the same sound.

Have the students indicate whether or not they recognize the sound in spoken words.

Give me a thumbs up if you hear the long *u* sound in the following words.

tune [thumbs up]	cruise [thumbs up]	trim [thumbs down]
fin [thumbs down]	doom [thumbs up]	dump [thumbs down]
balloon [thumbs up]	tube [thumbs up]	slam [thumbs down]

4. Review the /ild/ and /ind/ sounds.

Show the key card for the /ild/ sound.

What is this picture? Say it with me. *Child*.

Read the sentence on the back of the card aloud. Have the students give a thumbs up when they hear the /ild/ sound.

Show the key card for the /ind/ sound.

What is this picture? Say it with me. *Find*.

Read the sentence on the back of the card aloud. Have the students give a thumbs up when they hear the /ind/ sound.

Remind the students that knowing these two word chunks will help them read lots of different words.

Show You Know It

5. Have the students think about words they know that have the *-ild* or *-ind* word chunk.

The students review words with the /oo/, /ui/, and /u_e/ sounds.

Active Instruction

continued



Partner and class discussions activate background knowledge and establish a purpose for reading.

Teacher models clarifying strategies.

Tell your partner a sentence using at least two words that have the *-ild* or the *-ind* word chunk.

Use **Numbered Heads** to have some partners share their sentences with the class. Write them on the board.

Build Background

1. Refer the students to the reading, and have them turn to chapter 4. Read the title: “Odd Fossil.” Have the students work with their partners to predict what the chapter is about.
2. Use **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make predictions. Remind them that Today’s Big Question is: What is the mark on the bone?

Listening Comprehension

1. Read the introduction to chapter 4, “Odd Fossil,” aloud.

Introduction

Dr. Wild leads Sam and Boon to an outside area where his staff is digging fossils out of Tar Pit #91. It is a messy and smelly job. The diggers lie on boards across the tar pits and use small instruments to dig the bones from the tar. Then the bones are very carefully cleaned before they are studied by paleontologists like Dr. Wild and Sam.

2. Tell the students that you are going to read aloud and keep a lookout for words with the new sounds.
3. Read the first section of “Odd Fossil” aloud. Pause at the word *hollow* to model clarifying by looking for familiar word parts.

This word ends with one of the endings that I learned recently. When I see the letters *ow* I think of the word on the key card, *mow*. At the beginning of the word, I see a familiar letter combination, *oll*. So now I just need to put those two familiar sounds together with the other letter sounds. Let me sound this out. /h-oll-ow; hollow/. The word is *hollow* and it is describing the odd fossil. This makes sense.

Continue reading and pause at the word *kind*. Model identifying the *-ind* word chunk to help you pronounce the word.

4. Read the two sections again to model fluency and so the students can focus on comprehension.

.....▶
Timing Goal: 20 minutes

.....▶
The students read, clarify unfamiliar words, and practice reading fluently.



Teamwork

Partner Reading

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

2. Have the students read:

“Odd Fossil” aloud with partners.

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

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

What word did you have trouble with (sticky note word). How did you figure it out? Did you look for words with the new sounds? Did you look familiar word chunks? Did you use clues in the sentence? Talk to your partner about what clues you used to figure out the word.

Answers will vary.

Ask several students to share their discussion with the class.

5. When the students are finished reading the passage, Use **Think-Pair-Share** to ask:

How did it feel to read the text smoothly?

Did it feel different?

Did you understand the text in a different way?

Answers will vary.

Ask several students to share their discussion with the class.

Word Work

6. Review the rules for Quick Erase. Tell the students that they will practice making new words by using Quick Erase. Remind them that they should be able to pronounce the new words they make.
7. Have partners play Quick Erase using the word *boot*.

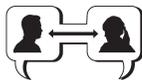
.....▶
The students manipulate letters to make new words and practice blending sounds to say them.

Teamwork

continued

The students discuss questions about the reading and individually write the answer to a question.

Timing Goal: 10 minutes

**Team Discussion**

1. Refer the students to the Team Talk questions in their student editions and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 1.

Team Talk Questions

1. What is the odd fossil? (write)

The odd fossil is a wing bone from a big bird.

2. What made the mark on the bone?

Sam thinks a wolf's tooth made the mark on the bird bone.

2. Have partners check each other's sentences to make sure that the sentence starts with a capital letter and ends with a period.
3. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions and offer hints and suggestions.

Time for Reflection**Class Discussion**

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.
2. Use **Think-Pair-Share** to ask:

Did we answer Today's Big Question?

The mark on the bone is a tooth mark from an animal that tried to eat the bird.

Did stopping to retell the story help you understand it better?

Answers will vary.

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

Does looking for familiar word chunks help you sound out words?

Answers will vary.

.....

Time for Reflection
continued

.....▶

The students study their words lists by visualizing each word.

Word List Practice

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

For each red word on Lists 1, 2, and 3:

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

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

Dictation

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

It is a tooth mark.

He finds a wild animal.

Jim will be back soon.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

They find many kinds of bones.

Take it down a notch: Write one of the sentences on the board with a spelling error and have the partners discuss what they should change to make the sentence correct.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*tooth, mark, finds, wild, animal, soon*), while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.
3. Refer the students to the box for Dictation under Day 4. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner's name. Circulate and circle 5 points on Team Score Sheet/Learning Guide for sentences written correctly.
4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned

.....▶

The students write sentences.

• • • • •
Time for Reflection

continued

today can be added up and written in the spaces for today's total. Refer to the spaces on the Team Score Sheet/Learning Guide under Day 4. Explain that each day team members will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

Homework

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

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

2. Tell the students that they will also practice reading "Odd Fossil."

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

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

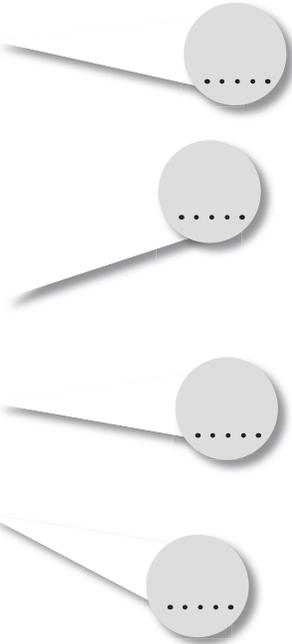
For this activity, your job is to choose a picture from the story and write a sentence about it using one or more words from the word lists. Write the sentence in the blank.

Day 4 | Student Homework

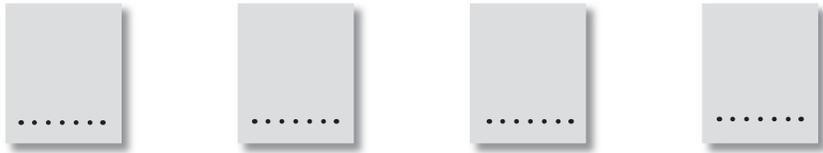
Day 4 Homework

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

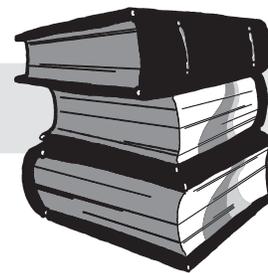
Word List 1		Word List 2		Word List 3	
Green Words		Green Words		Green Words	
noon	behind	zoomed	find	suit	fruit
oozing	mood	kind	child	soon	stuck
tooth	mean	cruise	too	size	choose
wild	tools	room	mind	mild	juice
Red Words		Red Words		Red Words	
leaving	tar	thousands	age	wolves	mark
fossil		could		bird	star



2 Practice reading "Odd Fossil." Have someone initial in a box each time you read the passage correctly and smoothly.



3 Choose a picture from the reading. Write a sentence about the picture using one or more of the words from your word lists.



Unit 10 | Day 5

Partner Reading: chapter 5: “Walk of Fame”

Teacher Background

In today’s chapter, “Walk of Fame,” Sam and Boon explore some of the sights of Los Angeles.

Set the Stage

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

Reading Goal:

Today we will review different letter combinations and word chunks.

Today’s Big Question

What is the Walk of Fame?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will be awarding up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.
3. Have the students turn to their Map It Out sheets and review their goals for the unit. Use **Think-Pair-Share** to ask:

Do you think you are making progress toward your goal?

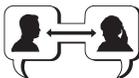
Looking at the Toll Booth for unit 10, are there any letter combinations or word chunks that you do not know? Which ones will you need to work on?

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide.
2. Refer to the Homework box under Day 5. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 5 on the Team Score Sheet/Learning Guide next to their partner’s name.
3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their

Timing Goal: 10 minutes

Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.



The students review their goals.

The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their daily progress.

Set the Stage
continued

partners successfully complete each activity, the students will initial these boxes.

4. Refer to the box for Word List under Day 5 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word lists they practiced for homework. When the students successfully read all words, the partners will initial the Word List box for Day 5 next to the partner's name. Have partners read the word lists to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 5 on their Team Score Sheet/Learning Guide. Have partners also check their partner's sentences.
5. Have partners read the homework passage from the reading to each other. Circulate and listen to partner pairs as they read the passage. For the students who can read all of the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 5 on the Team Score Sheet/Learning Guide.
6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide. At the end of the unit, they will add up their daily points to get their unit scores. Remind the students that explaining their ideas to each other will improve their total scores and earn them a spot as a good, great, or super team.
7. The students who complete their work early can practice the word lists. Remind them that they must be able to read and spell the words for the cycle test.

Timing Goal: 20 minutes

Active Instruction

Skill Review

Say-It-Fast (optional review)

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

/d-ow-n/ down

/c-i-r-c-u-s/ circus

/h-au-l/ haul

/b-l-a-ck/ black

Break-It-Down (optional review)

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

sink /s-i-n-k/

food /f-oo-d/

plate /p-l-a-te/

drew /d-r-ew/

The students practice identifying letters/sounds.

Active Instruction

continued

The students review words with the *-ed* and *-ing* endings.



Partner and class discussions activate background knowledge and establish a purpose for reading.

Teacher models clarifying strategies.

Letter/Sound Review

- Review the *-ed* ending.

Show the key card for the /ed/ sound.

What is this picture? Say it with me. *Crushed*. The letters *-ed* make the /d/ sound. Say it with me.../d/. *Crushed*.

Read the sentence on the back of the card. Have the students snap when they hear the /ed/ sound repeated.

- Review the *-ing* ending.

Show the key card for the *-ing* ending.

What is this picture? Say it with me. *Fishing*. The letters *-ing* make the /ing/ sound. Say it with me.../ing/. *Fishing*.

Read the sentence on the back of the card. Have the students snap when they hear the /ing/ sound repeated.

Show You Know It

- Refer the students to the following words in their student editions. Have the students work with their partners to add the *-ed* or *-ing* endings to the root words.

talk wish walk skip park

Give Me a Sentence

- Have the students think about using the new words in a sentence.

Tell your partner a sentence using one of the words above with the *-ed* or *-ing* endings.

Use **Numbered Heads** to have some partners share their sentences with the class. Write them on the board.

Build Background

- Refer the students to the reading, and have them turn to chapter 5. Read the title: “Walk of Fame.” Have the students work with their partners to predict what the chapter is about.
- Use **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make predictions. Refer the students to Today’s Big Question: Which star does Sam like best?

Listening Comprehension

- Read the introduction to chapter 5, “Walk of Fame,” aloud.

Introduction

Sam and Boon take a walk on Hollywood Boulevard to see the Walk of Fame. Stars set in the sidewalk of the Walk of Fame display the names of movie and television stars and other famous people in the entertainment industry.

Active Instruction
continued

- Tell the students that you are going to read aloud, and when you come to words you don't know, you will blend sounds to pronounce the words.
- Read the first two sections of "Walk of Fame" aloud. Pause at the word *Cruise*, and model identifying the *ui* letter combo.

Hmm. I know this is the last name of a star. I'll try sounding it out. /c-r.../. Wait. Here is the letter combo *ui*. I know this stands for the /ui/ sound like in suit. /c-r-ui-se; cruise/. Tom Cruise! I know that name. Knowing how to say the *ui* letter combo helped me figure it out.

Continue reading section two and pause at the name *Whoopi*.

Whoa. This is a hard name to pronounce. I'm going to try looking for familiar letter combos. I see that there is a double *o* in the middle. That stands for the /oo/ sound like in spoon. I'll try sounding it out. /w-h-oo-p-i; whoopi/. Wait. I know who this star is. Whoopi, Whoopi Goldberg. Spotting the *oo* letter combo was key to figuring it out.

- Reread the two sections to model fluency and so the students can focus on comprehension.

Timing Goal: 20 minutes

The students read, clarify unfamiliar words, and practice reading fluently.

Teamwork

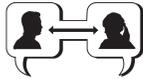
Partner Reading

- Explain to the students that reading involves more than simply being able to recognize different words. It is also important to be able to read automatically and smoothly. When they reach a point where they can read something automatically and with expression (or fluently), it will be easier to think about the meaning of what they read.
- Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don't know: sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.
- Have the students read:

"Walk of Fame" aloud with partners.

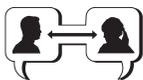
- As partners work together, circulate to prompt and reinforce the students' efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Also remind them to retell what happened after reading each section aloud.

Teamwork
continued



The students discuss questions about the reading and individually write the answer to a question.

Timing Goal: 10 minutes



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

What words did you have trouble with (sticky note words). How did you figure them out? Talk to your partner about what clues you used to figure out the words.

Answers will vary.

Ask several students to share their discussion with the class.

Word Work

- Have the students choose a picture from the reading and write a sentence about it using one or more words from the word lists.

Team Discussion

- Refer the students to the Team Talk questions in their student editions and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 2.

Team Talk Questions

- What names do Sam and Boon find on the sidewalk?
Sam and Boon find the names of Kermit the Frog, Tom Cruise, Chris Rock, and Whoopi Goldberg on the sidewalk.
- Where do Sam and Boon stop to get a drink? (write)
Sam and Boon stop at a fruit juice stand.

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

Time for Reflection

Class Discussion

- When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 2. Elicit answers to question 1, and ask if anyone answered differently.
- Use **Think-Pair-Share** to ask:

Did you read new words today that you didn't know before?

Answers will vary.

.....

Time for Reflection
continued

.....▶

The students study their word lists by visualizing each word.

Does practice reading a passage at home each night help you read a new passage? How does it help?

The students may say that their practice reading helps them recognize letters and sounds when they see them in a new reading.

Word List Practice

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

For each word that you are still not sure how to spell:

- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and picture the word **written in blue chalk**.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.

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

Review any words on the lists that are still difficult for your students. Point to the words randomly and have students read them and spell them chorally.

Dictation

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

Boon gets a juice drink.

A band plays on the street.

Can you see the moon?

2. When the students have finished writing, have them exchange their student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*Boon, juice, drink, band, plays, street, moon*), while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

Meet me at noon at the fruit stand.

.....▶

The students write sentences.

.....
Time for Reflection

continued

3. Refer the students to the box for Dictation under Day 5 on the Team Score Sheet/Learning Guide. Tell the students that if their partner has written the sentences correctly, they can initial in this box next to their partner's name. Circulate and circle 5 points on Team Score Sheet/Learning Guide for sentences written correctly.
4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today's total. Refer to the spaces on the Team Score Sheet/Learning Guide under Day 5. Explain that each day team members will add up their points. At the end of the unit, some teams will be good teams, some will be great teams, and some will be super teams.

Homework

1. Refer the students to the homework for Day 5. Explain that they will practice spelling the words on all three word lists.

Read the words at home tonight and practice spelling them all correctly. Have someone listen to you spell. Each time you spell the words on the list of words correctly, have the listener initial a box.

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

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

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

Your sentence activity tonight is to choose one picture from your reading, and write a sentence about it. Use at least two words from your word lists.

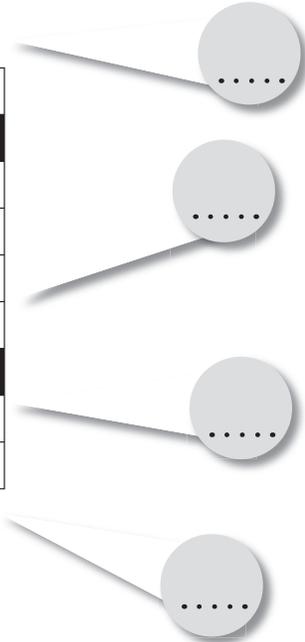
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Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.

Day 5 | Student Homework

Day 5 Homework

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

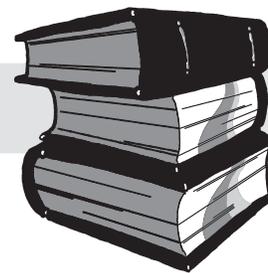
Word List 1		Word List 2		Word List 3	
Green Words		Green Words		Green Words	
noon	behind	zoomed	find	suit	fruit
oozing	mood	kind	child	soon	stuck
tooth	mean	cruise	too	size	choose
wild	tools	room	mind	mild	juice
Red Words		Red Words		Red Words	
leaving	tar	thousands	age	wolves	mark
fossil		could		bird	star



- 2** Practice reading “Walk of Fame.” Have someone initial in a box each time you read the passage correctly and smoothly.



- 3** Choose a picture from the reading. Write a sentence about the picture using two words from your word lists.



Unit 10 | Day 6

Timing Goal: 10 minutes

Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.

The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.

Set the Stage

1. Post and present today's goals.

Goals:

1. We will take the cycle test.
2. We will celebrate our accomplishments.

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will be awarding up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide. Display the transparency of the Team Score Sheet/Learning Guide.
2. Refer to the Homework box under Day 6. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 6 on the Team Score Sheet/Learning Guide next to their partner's name.
3. Refer to the box for Word List under Day 6 on the Team Score Sheet/Learning Guide. Tell the students that they will choose four words from the word lists and have their partners spell them. When the students successfully spell the words, the partners will initial the Word List box for Day 6 next to the partner's name. Circulate and listen to partner pairs as they spell words on the word list. For the students who have their homework and can successfully spell the four chosen words, circle 5 points in the Teacher column next to Homework and Word List for Day 6 on their Team Score Sheet/Learning Guides. Have partners also check their partner's Quick Erase words.
4. Have partners read the homework passage from the reading to each other. Indicate on the transparency the box Passage that the students will initial if their partners can read the passage smoothly with no mistakes. Circulate and listen to partner pairs as they read the passage. For the students who can read all of the passage smoothly

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Set the Stage

continued

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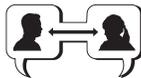
Timing Goal: 5 minutes

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Timing Goal: 30 minutes

.....▶

Timing Goal: 15 minutes



with no mistakes, circle 5 points in the Teacher column next to Passage for Day 6 on the Team Score Sheet/Learning Guide.

- The students who complete their work early can practice the word lists. Remind them that they must be able to read and spell the words for the cycle test.

Active Instruction

Prepare the Students for the Test

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

Cycle Test

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

Time for Reflection

Class Discussion

- Use **Think-Pair-Share** to ask questions that will help the students think about their own thinking such as:

Do you think practicing the passages from *Stuck in Goo* helped you read the test passage today? How?

Is figuring out the letter sounds getting easier for you?

Are you beginning to recognize letter combinations right away?

Point out again that learning to read is like learning to drive a car. The more you do it, the better you get at it. The more you practice reading, the better reader you become.

Time for Reflection
continued

30 points

30 points

2. Remind the students to record the team cooperation points they have received today. Remind them that all the points team members earned today can be added up and written in the space for today's total. Refer to this space on the team score sheet under Day 6. Explain that during the next class they will add up their points and determine their team's score. Will their team be a good team, great team, or super team?

Cycle Test

Spelling Test (3 points each)

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

- | | | |
|----------|---------|----------|
| 1. noon | 5. room | 8. suit |
| 2. tooth | 6. mood | 9. find |
| 3. mild | 7. kind | 10. wild |
| 4. juice | | |

Dictation (15 points each)

She was in a bad mood.
This kind of fruit is best.

Test Passage

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

At the Beach

The day was mild.
Boon said, "Let's go to the beach."
"I have my swim suit," said Sam.
"Did you pack a swim suit?"
"No, but I will find a swim suit at a shop.
We can stop on the way," said Boon.
They took a bus to the beach.
Near the beach was a side walk with shops.
Boon zoomed in and grabbed a swim suit.
"I am not in the mood to choose a suit.
This kind of suit will do for me."
"That is a wild suit," said Sam.
"If you goof, you will be stuck with it."
"I do not mind," said Boon. He paid for the suit.

Cycle Test
continued

Sam and Boon walked down to the beach.
They could hear the boom of the waves.
“Here is a rest room,” said Boon. “I will put on my suit here.”

When he came out of the rest room, Sam cracked up.
His swim suit was green with big dots.
“You look kind of like a frog, Boon.”

Boon did not mind.
“I get to be at the beach.
I get to swim and jump in the waves.
If I look like a frog, it is fine with me.”

“I am glad you feel that way, Boon,” said Sam.
“This trip to L.A. has been a lot of fun.
Leaving will be hard to do.”

Boon ran yelling into the waves.
He did look like a frog.

Short Answer (20 points)

Answer the question below using one or two sentences.

What made Boon look like a frog?

He had on a green swim suit with big dots.

Word List (20 points)

Put the best word in each blank.

1. He got a glass of juice from the table.
2. We saw a wild animal run into the tent.
3. Help me find my lost ring.
4. Soon it will be time to go to sleep.
5. It was past noon when we had lunch.

Word Bank

soon	noon	find
juice	wild	

Short answer scoring rubric

- (20 points):
- short answer = 10 points
 - complete sentence(s) = 4 points
 - correct capitalization and punctuation = 4 points
 - correct spelling throughout = 2 points

20 points

Total: 100 points

Unit 10 | Toll Booth Day



Teacher Background

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

Time for Reflection is an opportunity to recognize the students' success and to help them set goals. The students add up their daily points on their team score sheets and celebrate good, great, and super teams. The students also use the Toll Booth Check and their scores on the Team Score Sheet/Learning Guide to set goals. For example, a student who was unable to identify the letters/sounds /oo/ and /ui/ writes the letters in the space on the Toll Booth: "I need to work on _____." A student who notes that bringing in homework regularly could improve both the individual and team's score will set that as a goal on his or her map.

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Timing Goal: 2 minutes

Set the Stage

1. Post and present today's goal.

Goal:

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

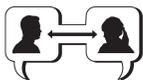
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Timing Goal: 20 minutes

Active Instruction

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

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

What have you been doing to earn points?



Active Instruction

continued

If your students need additional assistance filling out the Team Score Sheet/Learning Guide, you may choose to model it using the transparency.

The students review the cycle test.



Accept reasonable responses. For example, we earned points by doing the homework, practicing the word lists, reading a passage, writing sentences, practicing active listening, and explaining our ideas and telling why.

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

Answers may vary.

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

2. Explain to the students that today they will be going over the cycle test. Distribute the scored cycle tests from *Stuck in Goo*. Have the students work with their partners to review the answers. Allow the students the opportunity to ask questions of the class to clarify any outstanding questions.
3. Remind the students that today each one of them will have a Toll Booth Check, a chance to show they know the letter sounds they have been practicing before they move on to the next unit.
4. Have the students get out their Map It Out sheets and display the transparency of the map. Remind them that this map shows step-by-step their progress in reading. They will be moving quickly from one unit to the next, stopping along the way to do Toll Booth Checks and show they know it. Use **Think-Pair-Share** to ask:

What happens when you come to the end of the map and have passed the last Toll Booth?

Accept reasonable responses.

Remind the students that at the end of the map they will move out of Level 1.

5. Refer them to the Toll Booth for unit 10 on their maps. Point out the question at the top: How did I do? Point out that the students now have a unit score and a cycle test score to help them answer the question, “How did I do?” Tell them to write these two scores they earned for Unit 10 on their maps.

Timing Goal: 25 minutes

The students show they know the letter sounds.

The students take a pretest for the next unit.

If your students skip to unit 12, allow bonus time for partners to read the student reading for unit 11 and take part in a team activity such as making up team talk questions for other teams to discuss.

Timing Goal: 13 minutes

Toll Booth Check

1. Point out to the students that on their maps, the unit 10 Toll Booth includes a list of the letter combinations and word chunks they have been practicing. There is also a list of words they will need to read to pass through this Toll Booth. Have partners review the list of letter combinations and word chunks to be sure they know the sounds they stand for. Then have them read the list of words to each other in preparation for passing their Toll Booth Check.
2. While the partners practice, move from one partnership to the next to do a Toll Booth Check. Ask each student to tell you what sound the letter makes as you point to letters on the list. Point to the letters randomly so you will be sure that the student knows the letter sound. Ask each student to read words on the list as you randomly point to them. Have the students check off the letter sounds and words they read correctly. Then have the student read one of the following sentences. If they read the sentence correctly, they check off the space next to “I read the sentence.” on the map.

The child had too much fruit drink.

The wild cat bit his boot.

What kind of food did you find?

3. When students pass the Toll Booth Check, have them color in the box Toll Booth 10 to show they have moved on. Challenge these students to try the letters/sounds and words for unit 11 Toll Booth Check. If a majority of the students are able to pass the Toll Booth Check for unit 11, consider moving the class on to unit 12.
4. For the students who are unable to identify all the letter sounds, have the students write the unchecked letters in the space: “I need to work on _____.” Tell these students that they can practice these letter sounds and take the Toll Booth Check again in the coming week.

Time for Reflection

1. When all students have had the Toll Booth Check, celebrate their successes and help them set goals for the next unit. On the Map It Out transparency, point out the space “I need to work on _____.”

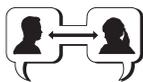
Remember that when we travel we set goals. We decide where we want to go and when we want to get there. You are setting goals for yourself, too. You are deciding what you need to work on to get you where you want to go. Some of you may need to work on certain letter sounds, some of you may need to work on bringing in your homework, or work on dictation. Your Team Score Sheet/Learning Guide and your map will help you set your goals.

Have the students look at their maps.

.....

Time for Reflection

continued



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

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

Where did you miss getting points on your Team Score Sheet/Learning Guide this week?

What can you do about it?

What goal will you set for yourself for next week?

How can your partner/team support you as you work toward that goal?

2. Guide the students in setting the team cooperation goal for the next unit. Display the following list of team cooperation goals, and read them aloud.

Team Cooperation Goals

Use active listening.

Complete tasks.

Everyone participates.

Explain ideas and tell why.

Help and encourage others.

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

Which team cooperation goal do you think the teams should focus on in the next unit?

3. Tell the students that it is time to add up their team scores. Have teams work together to add each team member's unit score to get the team score. Assist teams in determining whether they are a good, great, or super team.
4. Hold a brief ceremony where you award Good, Great, and Super Team certificates and acknowledge teams for their hard work and team cooperation.

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The students tally their team scores, and then celebrate good, great, and super teams.

To the North Pole

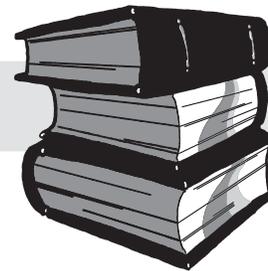
To the North Pole

Summary

In *To the North Pole*, Carl and his sister work as assistant chefs on a cruise ship headed to the North Pole. Along the way they see icebergs and Arctic wildlife, and they experience day-to-day life on an ice breaker.

Reading Goal

This unit reviews the principle that letters represent sounds and can be blended together to make words. The students will practice blending letter sounds to pronounce words. They will review the *r*-controlled sounds represented by the letter combinations ***ar***, ***er***, ***ir***, ***or***, and ***ur***.



Unit 11 | Day 1

Listening Comprehension: first two sections of chapter 1

Partner Reading: chapter 1: "To the Ship"

Preparation: Materials

- Word lists on chart paper or transparency
- Team Score Sheet/Learning Guide transparency
- Key cards for *ur*, *ir*, *er*, *or*, *ar*, *ow* (mow), and *ow* (cow).

For each student

- Student edition
- Several sticky notes
- Map It Out sheet
- Notebook paper

For each team

- Team Folder
- Team Score Sheet/Learning Guide
- Key card sheet

Timing Goal: 5 minutes

Map It Out: As the students learn new letter sounds and decoding skills, they move from one location to the next, and see their progress on this map. Map It Out helps the students see what is ahead and set goals for themselves based on this information.

Throughout the lesson, award points to partners/teams when they show behavior that supports the team cooperation goal.

Teacher Background

On Day 1, Fern and Carl fly to the Russian port of Murmansk and board the ice breaker that will take them to the North Pole. Fern describes the phenomenon of the midnight sun in the far north. The brother and sister meet the ship's chef, Burt, and find their tiny cabins.

Set the Stage

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

Reading Goal:

Today we will learn about different letter combinations that contain the letter *r*.

Today's Big Question:

What makes an ice breaker different from other ships?

2. Have the students turn to their Map It Out sheets to review their goals for this unit. Remind the students that they have been using Map It Out to set their goals and track their progress as readers.
3. Distribute a Team Score Sheet/Learning Guide to each team. Specify the team cooperation goal. Remind the students of the team cooperation goal set in the previous Toll Booth Day that they will be focusing on in this unit.

Remember that during the last Toll Booth Day we set a team cooperation goal. In this unit, I will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal. Remember that partners help each other work toward their goals.

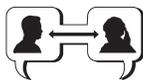
Set the Stage

continued

Timing Goal: 20 minutes

The students practice blending sounds to say words.

The students review words with the /ui/ and /oo/ sounds.



Give examples of what partners working toward the specific goal would do. For example, teams working on the goal of explaining their ideas would ask their partners to explain how they clarified a word.

4. Remind the students that they will use the Team Score Sheet/Learning Guide to help them keep track of what they will practice each day and to earn points for good work. Have the students in each team write their names on the Team Score Sheet/Learning Guide.

Active Instruction

Skill Review

Say-It-Fast (optional review)

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

/r-a-f-t/ raft	/t-r-i-ck/ trick	/t-oa-d/ toad
/t-r-ai-n/ train	/sh-e-ll/ shell	/f-l-ing/ fling

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

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

Letter/Sound Review

2. Have the students write the following words as you dictate:

spoon fruit blew mood

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

3. Point out to the students that all these words have the same sound, but the sound is spelled different ways.

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

What sound do all these words share?

The /oo/ sound.

What letter combinations in the words you wrote stand for this long u sound?

The combinations oo, ui, or ew.

.....

Active Instruction

continued

.....▶

Teacher presents letters/sounds using key cards.

Skill Instruction

1. Tell the students that today they are going to learn about three different letter combinations that stand for the same sound.

Present the /er/ sound.

Hold up the key card for the letter combo *er*. Say the pictured word aloud. *Flower*. Have the students repeat the word after you say it. *Flower*.

What sound do you hear repeated in *flower*, *bigger*, and *winter*?

[The students should make the /er/ sound.]

Look at the card. What letters go with the /er/ sound in *flower*?

The letters er.

To help me remember this letter combo, I'm going to think of the letters on this key card and connect them with this picture in my mind. When I see the letters *er* together in my reading, I will think of this picture. It will remind me that the letter combo *er* stands for the /er/ sound like in *flower*.

Show the students the key card as you trace the shape of the letters. Have the students practice writing the letters *er* in the palms of their hands. Point out that the two letters work together to stand for the /er/ sound.

Read the following sentence, and ask the students if they can identify the /er/ sounds.

His sister put butter in the batter.

Have the students repeat the sentence. Read the sentence again.

Have the students snap whenever they hear the /er/ sound.

2. Tell the students that there is another letter combination that makes the same /er/ sound as in *flower*. Present the *ur* letter combination.

Hold up the key card for the *ur* letter combo. Say the pictured word aloud. *Purse*. Have the students repeat the word after you say it. *Purse*.

What sound do you hear in the middle of the words *purse*, *turn*, and *fur*?

The /ur/ sound.

Look at the letter combination on the card. What letters go with the /ur/ sound?

The letters ur.

Point out that the letter combo *er* and the letter combo *ur* stand for the same /ur/ sound.

To help me remember the letter combos that make this sound, I'm going to think of the letters on these key cards and connect them with these two pictures in my mind. When

Active Instruction
continued

I see the letters *er* or *ur* together in my reading, I will think of *flower* and *purse*.

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

She urged the nurse to turn the burger.

Have the students repeat the sentence. Read the sentence again. Have the students snap whenever they hear the /ur/ sound.

- Tell the students that there is a third letter combo that stands for the /er/ sound. Hold up the key card for the *ir* letter combo. Say the pictured word aloud. *Bird*. Have the students repeat the word after you say it. *Bird*. Read the following sentence and ask the students whether they can identify the /ir/ sound in the words.

The first girl twirled.

Have the students repeat the sentence. Read the sentence again. Have the students snap whenever they hear the /ir/ sound.

Three Lists

- Point out that the students have learned about three letter combinations that make the same /er/ sound. Make three lists on the board.

er	ur	ir
germ	turn	shirt

Have the students think about words they know that have the /er/ sound.

Tell your partner at least three words that have the /er/ sound.

Use **Numbered Heads** to ask the students what words they shared with their partners. List the words in the appropriate column. Read the words in each list aloud, and underline the letter combo that stands for the /er/ sound.

- Tell the students that there are two more letter combos that contain the letter *r*. Present the *or* letter combination. Hold up the key card for the *or* letter combination. Say the pictured word aloud. *Horse*. Have the students repeat the word after you say it. *Horse*.

What sound do you hear repeated in the words *horse*, *fork*, and *sport*?

The /or/ sound.

Look at the letter combo on the card. What letters go with the /or/ sound?

The letters or.

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

A horse was born at the fort this morning.



Active Instruction
continued

Have the students repeat the sentence. Read the sentence again. Have the students snap whenever they hear the /or/ sound.

- Present the *ar* letter combination. Hold up the key card for the *ar* letter combination. Point out that this letter combo also contains the letter *r*. Say the pictured word aloud. *Jars*. Have the students repeat the word. *Jars*.

What sound do you hear repeated in the words *jars*, *dark*, *part*, and *arm*?

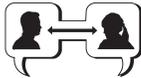
The /ar/ sound.

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

The car is parked far from the yard.

Have the students repeat the sentence. Read the sentence again. Have the students snap whenever they hear the /ar/ sound.

Remind the students that all the letter combos they were introduced to today contain the letter *r*. Three of the combos stand for the same sound, the /er/ sound. Refer to the words on the three lists, and read one from each list. Point out that the other two letter combos stand for two different sounds: the letters *ar* stand for the /ar/ sound in *jars*. The letters *or* stand for the /or/ sound in *horse*. Remind the students that the letters and pictures on the key cards can help them remember the sounds for the letter combos.



Build Background

- Refer the students to the next unit in their student editions, *To the North Pole*. Use **Think-Pair-Share** to ask:

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

You can look at the title and pictures on the cover and inside the book.

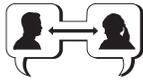
- Have partners preview the reading and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity. Use a random selection system like **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make their predictions.
- Tell the students that you will read the introduction to this book. Read the following introductory text aloud.

The students practice using clues to predict the topic.



Partner and class discussions activate background knowledge and establish a purpose for reading.

Active Instruction
continued



Teacher models
clarifying strategies.

Introduction

Carl had a call from his sister, Fern. She just got a job as assistant chef on a cruise ship. “It is a great way to travel and see places I would never see,” said Fern. “I know you like to travel too, Carl. Why not come on a cruise and help me in the kitchen?”

Carl thought it was a great idea. “Sure, I’ll come. Where will we be cruising?”

“Well, our cruise ship is an ice breaker,” said Fern. “We will be cruising to the North Pole.”

4. Refer the students to the predictions they made about the topic of the book. Point out that the introduction makes it sound like they will be reading about a trip to the North Pole on an ice breaker. Use **Think-Pair-Share** to ask:

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

Accept reasonable responses. For example, I would like to know what the North Pole is like or how an ice breaker gets through the ice.

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

Listening Comprehension

1. Tell the students that you are going to begin reading *To the North Pole* aloud.

As I read, I will be stopping when I get to a word that I need to figure out. I will look at the letters, figure out what sounds they make, and then blend the sounds together to read the word. I will also look at my key cards to help me figure out the sounds for letter combos.

2. Read the first sentence of “To the Ship” aloud. Point out that you were able to quickly figure out the words *sister* and *north* because of clues in the title and introduction to this story. Pause at the word *first*, and model using the key card to help you clarify the word.

Hmm. I don’t recognize this word. I’ll try blending the sounds to pronounce it. I know it starts with /f/. Wait. Next, is one of the letter combos we were just talking about, *ir*. I don’t remember the sound for this letter combo. I’ll check my key card. The picture on the key card is a bird. b-ir-d. I hear the /ir/ sound. I’ll try that sound in the new word. /f-ir-s-t; first/ That is a word. I think I figured it out. I’ll try it in the sentence: “First they had to meet the ship.” Yes, that makes sense.

Active Instruction

continued

Continue reading, and pause again at the word *port*. Model identifying the *or* letter combo and using the key card to help you clarify the word. Continue reading, and pause again at the word *Arctic*. Model using background knowledge to clarify the word.

Hmm. This word starts with a capital *A*, so I know it is the name of someone or something. The next letter is *r*. Maybe this is a letter combo. I'll check my key cards. Yes, the picture for the letter combo *ar* is a jars. It stands for the /ar/ sound. I'll try that. /ar-c-t-i-c; arctic/. That must be right because I know that the Arctic is an area around the North Pole. I see the word on the map too. I figured out that word using the key card and what I already know about the North Pole.

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

Word List 1 Introduction

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

Word List 1	
Green Words	
north	first
port	far
dark	summer
turn	large
never	
Red Words	
lucky	some

Stretch and Read

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

Here are words that you will meet in your reading today. Let's get ready to read by practicing these words. We'll use different strategies to practice. First, let's sound out the green words—the words you can stretch and read. Say each word

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Active Instruction
continued



slowly, stretching the sounds so I can hear each one as I draw my hand under the word. Then say it fast to pronounce the word.

Sound out the green words on List 1 with your students. Use **Think-Pair-Share** to ask:

Are there green words on the list that have letter combos we learned today? Which ones are they?

All of the green words have an r letter combo in them.

Say-Spell-Say

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

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

Have the students read and spell the words *lucky* and *some*.

.....▶

Timing Goal: 20 minutes

.....▶

The students read, clarify unfamiliar words, and practice retelling events.

Teamwork

Partner Reading

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don't know: sound it out, look for context clues, look at the pictures, or ask for help. Remind them to refer to the key cards in their student editions or key card sheets.

Clarifying Strategies

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

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

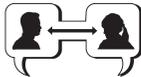
Look at the pictures reinforces the habit of using all available clues to determine meaning.

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

Ask for help establishes peer and teacher assistance as acceptable after efforts to clarify independently have failed.

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

Teamwork
continued



The students practice using context clues.

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

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

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

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

“To the Ship” aloud with partners.

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

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

Answers will vary.

Ask several students to share their discussion with the class.

Word Work

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

Sam said it was his _____ to speak. [*turn*]

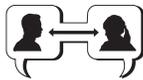
7. Have the students complete the activity. When they are done, partners can check each other's work.

Teamwork

continued

The students discuss questions about the reading and individually write the answer to a question.

Timing Goal: 10 minutes



Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 2.

Team Talk Questions

1. Why does the ship have armor?

The ship has steel armor to crash through the ice. The steel armor makes the ship strong enough to withstand ice and icebergs.

2. What does Burt look like? (write)

Burt is large with a scar on his lip.

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

Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 2. Elicit answers to question 1, and ask if anyone answered differently.
2. Use **Think-Pair-Share** to ask:

Did we answer Today's Big Question?

Yes, an ice breaker is different from other ships because it has steel armor for crashing through ice.

What new words did you learn today? Did you learn words that have to do with the far north?

Arctic and iceberg.

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

Does picturing the key card in your mind help you remember what sound a letter combo stands for?

Answers will vary.

How often do you look at the key cards at the back of your student edition when you are reading?

Answers will vary.

Time for Reflection

continued

The students study their word lists by visualizing each word.

Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists.

Describe or model, if necessary, each of the steps below.

For each word on List 1:

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

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

2. When they have finished studying the words, have partners read the list to each other. Tell the students that if students successfully read all of the words, their partners initial the Word List box on the Team Score Sheet/Learning Guide for Day 1 next to the partner's name.
3. Circulate and listen to partner pairs as they read the word list. For the students who can successfully read all the words, circle 5 points in the Teacher column next to Word List for Day 1 on the Team Score Sheet/Learning Guide.

Dictation

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

It was his first trip north.

Turn left at the port.

The street was dark.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

They went to the top of the world.

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

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*first, north, turn, left, port, street, dark*), while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if the sentence is a question.

The students write sentences.

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Time for Reflection
 continued

3. Display the Team Score Sheet/Learning Guide transparency. Refer the students to the box for Dictation under Day 1. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner's name. Circulate and circle 5 points on the Team Score Sheet/Learning Guide for sentences written correctly.
4. Remind the students to record the number of team cooperation points their team received today on the Team Score Sheet/Learning Guide. Explain that this number goes next to each student's name on the team in the spaces marked TCP. Show the students these spaces under Day 1 on the transparency.
5. Explain that all the points team members earned today can be added up and written in the space for today's total. Refer to this space on the Team Score Sheet/Learning Guide under Day 1. Explain that each day teams will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

Homework

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

Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the list of words correctly, have the listener initial a circle.
2. Tell the students that they will also practice reading "To the Ship."

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

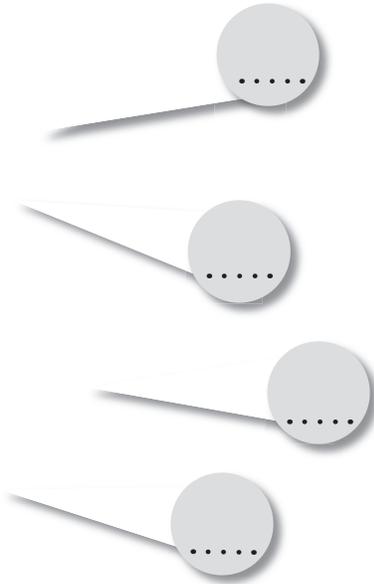
For this activity, your job is to change one letter at a time to make a new word. Be sure you can pronounce the new words you make.

Day 1 | Student Homework

Day 1 Homework

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

Word List 1	
Green Words	
north	first
port	far
dark	summer
turn	large
never	
Red Words	
lucky	
some	



2 Practice reading "To the Ship." Have someone initial in a box each time you read the passage correctly and smoothly.



3 Play Quick Erase. Change one letter at a time to make a new word.

port _____

Unit 11 | Day 2



Listening Comprehension: first two sections of chapter 2

Partner Reading: chapter 2: “Burt’s Kitchen”

Teacher Background

Fern and Carl go to the wrong deck but see the recreational facilities for the passengers on the ship, including a movie theater, swimming pool, and basketball court. They eventually find the kitchen and discover that Burt is making fish soup for breakfast. His chart or menu for the cruise includes fish soup for every meal. Fern convinces Burt to offer some other choices for breakfast.

Set the Stage

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

Reading Goal:

Today we will practice identifying letter combos with the letter *r*.

Today’s Big Question:

What are some of the activities on the cruise ship?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will be awarding up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide. Display the transparency of the Team Score Sheet/Learning Guide. Remind the students that the Team Score Sheet/Learning Guide will help them keep track of what they will practice each day. It is a way for partners to help each other and be sure that everyone is moving ahead.
2. Refer to the Homework box under Day 2. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 2 on the Team Score Sheet/Learning Guide next to their partner’s name.
3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their

Timing Goal: 10 minutes

Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.

The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.

Set the Stage

continued

partners successfully complete each activity, the students will initial these boxes.

4. Refer to the box for Word List under Day 2 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all the words, the partners initial the Word List box for Day 2 next to the partner's name. Have partners read the words on Word List 1 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 2 on their Team Score Sheet/Learning Guide. Have partners also check their partner's Quick Erase words.
5. Have partners read the homework passage from the reading to each other. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 2 on the Team Score Sheet/Learning Guide.
6. Remind the students that at the end of the class, they will tally today's points and write them on the Team Score Sheet/Learning Guide as today's total.



Timing Goal: 20 minutes

Active Instruction

Skill Review

Say-It-Fast (optional review)

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

/s-ou-p/ soup

/s-t-ow/ stow

/c-l-ue/ clue

/s-t-r-aw/ straw

Break-It-Down (optional review)

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

broom /b-r-oo-m/

sting /s-t-i-ng/

sweet /s-w-ee-t/

park /p-ar-k/

find /f-i-n-d/

slick /s-l-i-ck/



The students practice blending sounds to say words.

Take it down a notch: If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds,

Active Instruction
continued

The students review words
with the *er*, *ur*, and *ir*
letter combinations.

include this extra step: after you say the word, have the students count the sounds they hear in it, and then stretch the word to include that many sounds.

Letter/Sound Review

- Remind the students that they have been learning different letter combos that stand for the /er/ sound. Write the following words on the board, and read them aloud, emphasizing each sound.

blur girl monster

As I read these words, I hear the same /er/ sound in each one. But each has a different letter combo that stands for the sound.

Have partners write the words and underline the letter combo that makes the /er/ sound.

- Hold up the key card for the letter combo *er*.

This key card helps me remember that this letter combo stands for the /er/ sound. What is this picture? Say it with me. *Flower*. Whenever I see the letter combo *er* in my reading, I think of this picture and say to myself *flower*. It helps me connect the letter combo to the sound it makes, the /er/ sound.

Read the sentence on the back of the key card aloud. Have the students raise their hands when they hear the /er/ sound. Point out that each of the /er/ sounds they hear in this sentence is spelled with the *er* letter combo.

- Hold up the key card for the letter combo *ur*.

This is the key card for *ur*. The letters *ur* also make the /ur/ sound. /ur...ur...ur/. What is this picture? Say it with me. *Purse*.

Read the sentence on the back of the key card aloud. Have the students raise their hands when they hear the /ur/ sound. Point out that each of the /ur/ sounds they hear in this sentence is spelled with the *ur* letter combo.

- Hold up the key card for the letter combo *ir*.

This is the key card for *ir*. The letters *ir* also make the /ir/ sound. /ir...ir...ir/. What is this picture? Say it with me. *Bird*.

Read the sentence on the back of the key card aloud. Have the students raise their hands when they hear the /ir/ sound. Point out that each of the /ir/ sounds in this sentence is spelled with the *ir* letter combo.

Refer to the words on the board again. Underline the three letter combos that make the same sound.

blur girl monster

Challenge partners to think of a sentence that contains all three of the words.

Active Instruction

continued

Teacher presents letters/sounds using key cards.

Skill Instruction

1. Remind the students that when they are reading and come to a word they do not know, one of the clarifying strategies is to look for word parts that are familiar. Tell the students that today they will practice identifying the *er* letter combo. Sometimes this combo is in the middle of a word, but often it is at the end of a word. Write the following words on the board. Read the words aloud.

jerk term

As I read these words, I hear the same sound in the middle of each one. Watch as I go back and underline the letters that both of these words have in common.

jerk term

Read the words aloud again, emphasizing the /er/ sound in the middle of the words.

Write the following words on the board. Read the words aloud.

winter sister

As I read these words, I hear the /er/ sound at the end of each one.

Underline the *er* letter combo in these words.

2. Refer the students to the list of words in their student editions that contains the *er* letter combo. Have partners underline the *er* letter combo in the words and then work together to blend the sounds and say the words.

person bigger winter river herd

Point out to the students that recognizing the *er* letter combo helps to sound out new words.

Take it up a notch: Have the students use each word in a sentence.

Build Background

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

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

You can look at the chapter title and at the pictures.

2. Have partners preview chapter 2 and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity.
3. Have partners discuss what they already know about cruise ships. Use **Numbered Heads** to share the students’ background knowledge on the topic. What would you want to have on a cruise ship?



The students practice using clues to predict the topic.



Partner and class discussions activate background knowledge and establish a purpose for reading.

Active Instruction
continued

English Language Learners

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

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

Ask partners to think of synonyms or antonyms for new words.

Pair ELL students with the students who are more familiar with the vocabulary.

Have the students share how to say new vocabulary words in different languages.

Teacher models
clarifying strategies.



Listening Comprehension

1. Read the introduction to chapter 2, “Burt’s Kitchen,” aloud.

Introduction

Carl and Fern had trouble finding Deck 3. While wandering around Deck 2 they discovered that the cruise ship was well-equipped for the passengers’ entertainment.

As I read, I am going to continue to be on the lookout for words with the letter combos that we’ve just reviewed and for letter combinations that I’ve already learned.

2. Begin reading “Burt’s Kitchen” aloud. Pause when you get to the word *swimming*. Use a **Think Aloud** to reveal how you identify familiar word parts.

Okay, so here is a long word that is unfamiliar, but if I break down the word, I can see some familiar word parts. At the beginning I see the word *swim*. At the end is the *-ing* ending. I think this word is *swimming*. I’ll try it in the sentence. “In the room was a swimming pool.” That’s right. It looked like a long word, but breaking it down made it easy to figure out.

Continue reading, and pause at the word *girl* to model recognizing a letter combo to clarify the word.

Hmm. I don’t know this word right away, but I see the *ir* letter combo in the middle. I’ll look at my key cards. The key card for *ir* has the picture of a bird. /ir/ So that is the right sound for the *ir* letter combo. I’ll try blending the sounds. /g-ir-l; girl/. I think that makes sense: “A girl was in the pool.”

Continue reading, and pause at the word *basketball* to model using context clues to figure out the word.

Active Instruction

continued

This is a long word. Do I see any familiar word parts in it? At the end of the word I see the word *ball*. I think the picture is a big clue. It has this same word under it and it is a picture of a basketball hoop. This word has to be *basketball*. I'll continue reading and see if *basketball* makes sense.

Continue reading the section, and then confirm that the picture helped you figure out the word.

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

Word List 2 Introduction

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

Word List 2	
Green Words	
girl	morning
serve	stir
burn	chart
hard	smart
better	windows
Red Words	
gym	movies

Stretch and Read

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

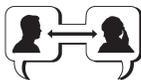
Here are words that you will meet in your reading today. Let's get ready to read by practicing these words. We'll do this by using different strategies. First, let's sound out the green words—the words you can stretch and read. Say each word slowly, stretching the sounds so I can hear each one as I draw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

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

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

Are there words on the word list that have the /ar/ sound? Which ones are they?

They are chart, hard, and smart.



.....

Active Instruction
continued



.....▶

Timing Goal: 20 minutes

.....▶

The students read, clarify unfamiliar words, and practice retelling events.



Are there words on the word list that have the *er* letter combo in the middle of the word?

Serve.

Are there words on the word list that have the *er* letter combo at the end of the word?

Better.

Say-Spell-Say

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

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

As I point to the word, say it, then spell it, then say it again.

Randomly point to words, and have the students read the words as a group. Stretch or say spell say words that the students miss.

Point to the word *gym*. Use **Think-Pair-Share** to ask:

When you say this word, do you use the hard or soft sound of the letter *g*?

It is the soft sound of g like in the word gem.

Teamwork

Partner Reading

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

2. Have the students read:

“Burt’s Kitchen” aloud with partners.

3. As partners work together, circulate to prompt and reinforce the students' efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Encourage them to mark words they cannot clarify with a sticky note.
4. When the students are finished reading and clarifying the passage, do a **Think-Pair-Share** exercise:

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

Were there letter patterns that you recognized?

Answers will vary.

Ask several students to share their discussion with the class.

Celebrate the students' successful reading of the passage.

Teamwork

continued

The students practice using context clues.

The students discuss questions about the reading and individually write the answer to a question.

Timing Goal: 10 minutes

**Word Work**

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

This morning I will _____ eggs for the meal. [*serve*]

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

Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write one or two sentences to answer question 1.

Team Talk Questions

1. What dish did Burt like best? (write)

Burt liked fish soup best.

2. What could people do on the cruise ship?

People could swim in the pool, play basketball, and watch movies. They could eat meals and wander around the ship.

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

Time for Reflection**Class Discussion**

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.
2. Use **Think-Pair-Share** to ask:

Did we answer Today's Big Question?

Yes, the activities on the cruise ship included movies, playing basketball in the gym, and swimming in the pool.

What word was the hardest for you to read today? What was the easiest?

Answers will vary.

Time for Reflection
continued

The students study their word lists
by visualizing each word.

The students write sentences.

What are two words that you read that have the *ar* letter combo?

Carl, smart, chart, charm, mark, *and* start.

3. Write the word *burger* on the board. Ask:

What letter combos do you see in this word, *burger*?

The letter combo ur in the middle and er at the end of the word.

Have the students blend the sounds and say the word with you.

Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists.

Describe and model, if necessary, each of the steps below.

For each word on List 2:

- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and picture the word **written on a fish**.
- Open your eyes, and look at the word again to see if you were right.
- Cover up the word, and write it down.
- Check to see if you spelled the word correctly.

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

Dictation

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

She made the morning meal.

He shows them a chart.

The girl had a smart sister.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

Let's find the lucky person.

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

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*morning, meal, shows, chart, girl, smart, sister*), while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.


Time for Reflection

continued

3. Display the transparency of the Team Score Sheet/Learning Guide. Refer the students to the box for Dictation under Day 2. Tell the students that if their partner has written the sentences correctly, they can initial in this box next to their partner's name. Circulate and circle 5 points on the Team Score Sheet/Learning Guide for sentences that are written correctly.
4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the space for today's total. Refer to this space on the Team Score Sheet/Learning Guide under Day 2.

Homework

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

Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the words on lists 1 and 2 correctly, have the listener initial a circle.
2. Tell the students that they will also practice reading "Burt's Kitchen."

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

For this activity, your job is to change one letter at a time to make a new word. Be sure you can pronounce the new words you make.

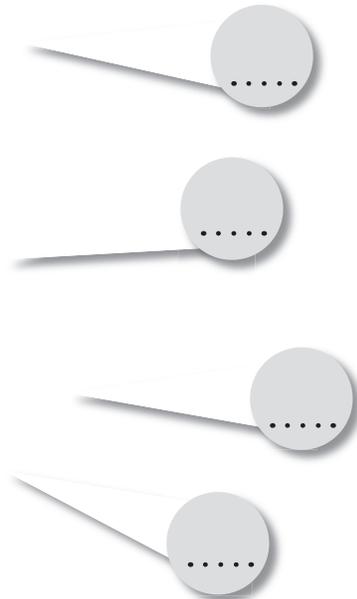
Day 2 | Student Homework

Day 2 Homework

1

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

Word List 1		Word List 2	
Green Words		Green Words	
north	first	girl	morning
port	far	serve	stir
dark	summer	burn	chart
turn	large	hard	smart
never		better	windows
Red Words		Red Words	
lucky		gym	
some		movies	



2

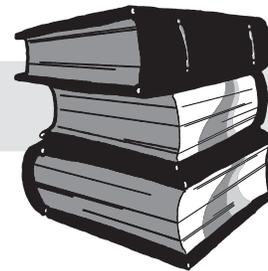
Practice reading "Burt's Kitchen." Have someone initial in a box each time you read the passage correctly and smoothly.



3

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

dark _____



Unit 11 | Day 3

Listening Comprehension: first two sections of chapter 3

Partner Reading: chapter 3: "Icebergs"



Timing Goal: 10 minutes



Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.



The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.

Teacher Background

Carl and Fern go out on deck and meet an Arctic expert. He tells them about the icebergs and the Arctic wildlife they see. As the ice sheet gets thicker, Carl and Fern experience the up and down ride on an ice breaker as it crashes through the ice.

Set the Stage

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

Reading Goal:

Today we will review letter combinations that contain the letter *r*.

Today's Big Question:

How does an ice breaker get through the ice?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.
3. Have the students turn to their Map It Out sheets and review their goals for this unit. Use **Think-Pair-Share** to ask:

Do you think you are making progress toward your goal?

Looking at the Toll Booth for this unit, are you able to say the sounds for all of the letter combinations? Which ones will you need to work on?

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide.
2. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 3 on the Team Score Sheet/Learning Guide next to their partner's name.

Set the Stage

continued

3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.
4. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all words, the partners will initial the Word List box for Day 3 next to the partner's name. Have partners read the words on Word List 2 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 3 on their Team Score Sheet/Learning Guide. Have partners also check their partner's Quick Erase words.
5. Have partners read the homework passage from the reading to each other.

The goal is to read the words in the passage correctly, smoothly, and with expression. If it is smooth, you are reading it quickly and the words sound connected like speech. If it is expressive, it sounds interesting, shows emotion, and would entertain an audience.

Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 3 on the Team Score Sheet/Learning Guide.

6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide.

Active Instruction

Skill Review

Break-It-Down (optional review)

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

skim /s-k-i-m/	blend /b-l-e-n-d/	blaze /b-l-a-ze/
thirst /th-ir-s-t/	coin /c-oi-n/	stew /s-t-ew/

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

Timing Goal: 20 minutes

The students practice blending letter sounds.

Active Instruction

continued

The students review words with the er, ir, and ur letter combos.



Teacher presents letter combinations/sounds using key cards.

Letter/Sound Review

- Hold up the key cards for the *er*, *ir*, and *ur* letter combinations.

Listen for the /er/ sound in the pictured words: *flower*, *purse*, *bird*. Say these with me. *Flower*, *purse*, and *bird*.

Point out that these letter combinations are different, but they all stand for the same /er/ sound.

Refer the students to the following chart in their student editions and the sentences next to it.

- Have partners work together to identify words with the *er*, *ir*, and *ur* letter combinations from the sentences and write them under the correct columns in the chart.

er	ir	ur

He never turned the burger, so it burned.

The girl had a curl under her winter hat.

The river burst over the rocks.

Use **Numbered Heads** to share responses.

Skill Instruction

- Remind the students that they have been learning different letter combos that contain the letter *r*. Hold up the key card for the *ar* letter combo.

This key card helps me remember that this letter combo stands for the /ar/ sound. What is this picture? Say it with me. *Jars*. Whenever I see the letter combo *ar* in my reading, I think of this picture and say to myself *jars*. It helps me connect the letter combo to the sound it makes, the /ar/ sound.

Read the sentence on the back of the key card aloud. Have the students tap when they hear the /ar/ sound. Point out that each time they hear the /ar/ sound in this sentence it is spelled with the *ar* letter combo.

Hold up the key card for the *or* letter combo.

This key card helps me remember that this letter combo stands for the /or/ sound. What is this picture? Say it with me. *Horse*. Whenever I see the letter combo *or* in my reading, I think of this picture and say to myself *horse*. It helps me connect the letter combo to the sound it makes, the /or/ sound.

Read the sentence on the back of the key card aloud. Have the students tap when they hear the /or/ sound. Point out that each time

.....

Active Instruction

continued



.....▶

The students practice using clues to predict the topic.



.....▶

Partner and class discussions activate background knowledge and establish a purpose for reading.

.....▶

Teacher models clarifying strategies.

they hear the /or/ sound in this sentence it is spelled with the *or* letter combo.

Show You Know It

- Write the following words on the board:

doctor forget target arch

Have partners refer to their key cards to help them identify the *or* and *ar* letter combos, and pronounce the words.

Work with your partners to pronounce these words. Use your key card sheets to help you identify the sounds of the letter combos in the words.

Use **Numbered Heads** to have some partners read the words.

Build Background

- Refer the students to the reading in their student editions, and have them turn to chapter 3. Read the title, “Icebergs.”
- Have partners preview the reading and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity. Use **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make their predictions, such as the title or pictures. The students will probably predict that the reading is about the cruise ship encountering icebergs.
- Use **Numbered Heads** to share the students’ background knowledge and questions concerning the topic such as: *Where do icebergs come from? How big are they?*

Listening Comprehension

- Read the introduction to “Icebergs” aloud.

Introduction

The ship left the port of Murmansk in northern Russia and headed due north across the Barents Sea with 150 passengers and crew on board. After breakfast, on the first morning, there was a lifeboat drill so the passengers could learn what to do in case of an emergency. During the drill, Carl and Fern went out on the top deck of the ice breaker.

- Tell the students that you are going to keep in mind the letter combos you have learned to help you figure out words as you read.
- Read the first two sections of the chapter, pausing at the word *over*. Use a Think Aloud to show how you clarified the word.

Hmm. I don’t know this word, but I recognize the *er* letter combo at the end of the word. The *er* stands for the /er/ sound. I’ll try sounding out the first part. (Mispronounce the

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Active Instruction

continued

word beginning it with a short *o* sound). That doesn't sound right. Maybe the *o* says its name. I'll try that. /o-v-er; over/. Yes, that's right. Knowing the *er* letter combo helped, but I had to try both *o* sounds to figure it out.

Continue reading, and pause at the word *bigger*. Model identifying the *er* letter combo and sounding out the word.

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

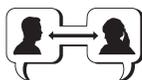
Word List Introduction

Stretch and Read

1. Display List 3. Green words are phonetically regular words that include the letters and sounds that you have presented. Red words are sight words.
2. Introduce the phonetically regular words—the green words—on List 3.

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

Word List 3	
Green Words	
bigger	dirt
expert	thicker
marched	firm
burst	closer
charge	
Red Words	
white	whale
through	party



As you do this exercise, select the words randomly rather than in any particular order. Use **Think-Pair-Share** to ask:

Are there words on the word list that end with the *er* letter combo?

Bigger, closer, *and* thicker.

.....

Active Instruction
continued

What words have the *ir* letter combo?

Dirt *and* firm.

Are there any words on the list with the *ar* letter combo?

Marched *and* charge.

Say-Spell-Say

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

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

After I point to and say the word, we will say it together, spell it together, and then say it again.

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

.....▶

Timing Goal: 20 minutes

.....▶

The students read, clarify unfamiliar words, and practice retelling events.



Teamwork

Partner Reading

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

2. Have the students read:

“Icebergs” aloud with partners.

3. As partners work together, circulate to prompt and reinforce the students' efforts to clarify what they read. Remind them to retell what happened after reading each section aloud.
4. When the students are finished reading and clarifying the passage, do a **Think-Pair-Share** exercise:

Talk to your partner about a word that you had trouble with (sticky note word). How did you figure it out? Did you use clues in the sentence?

Answers will vary.

Ask several students to share their discussion with the class.

Teamwork

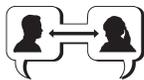
continued



The students practice composing sentences using new words.

The students discuss questions about the reading and individually write the answer to a question.

Timing Goal: 10 minutes

**Word Work**

- Have partners choose a picture from the story and write a sentence about it using one or more words from the word list. Use **Numbered Heads** to have partners share their sentences.

Team Discussion

- Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 1.

Team Talk Questions

- What Arctic animals did Carl and Fern see? (write)
Carl and Fern saw a walrus and a whale.
- How does an ice breaker get through ice?
An ice breaker rides up onto the ice and then crashes down through it.

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

Time for Reflection**Class Discussion**

- When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.
- Use **Think-Pair-Share** to ask:

Did we answer Today's Big Question?

Yes. An ice breaker rides up onto the ice and then crashes down and breaks the ice. As it moves ahead, it makes a path through the ice.

Why would ice breakers be important to a northern port in winter?

Ice breakers could make a path for other ships to move through. The ships would not be trapped in the port if the sea freezes.

Time for Reflection

continued

The students study their word lists by visualizing each word.

Word List Practice

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

For each word on List 3:

- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and picture the word **written in black marker**.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.

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

Dictation

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

The ship came closer to the port.

The boy burst into the room.

They never let dirt get on the rug.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

Do not charge me for the white suit.

Take it down a notch: Write one of the sentences on the board with a spelling error. Have partners decide which word is spelled incorrectly and correct the error.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*came, closer, port, boy, burst, room, never, dirt*), while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.
3. Refer the students to the box for Dictation under Day 3 on the Team Score Sheet/Learning Guide. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner's name. Circulate and circle 5 points on Team Score Sheet/Learning Guide for sentences written correctly.

The students write sentences.


Time for Reflection

continued

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

Homework

1. Refer the students to the homework for Day 3. Explain that they will practice reading the words on Word List 3.
Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the words on lists 1, 2, and 3 correctly, have the listener initial a circle.
2. Tell the students that they will also practice reading "Icebergs."
The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or adult for help, to figure out the words you have underlined. Then reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage. Have the listener initial a box each time you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.
3. Go over the homework activity.
Your homework activity tonight is a fill-in-the-blank activity. For this activity, your job is to read each sentence and choose a word from Word List 3 that makes sense in the sentence. Write it in the blank.

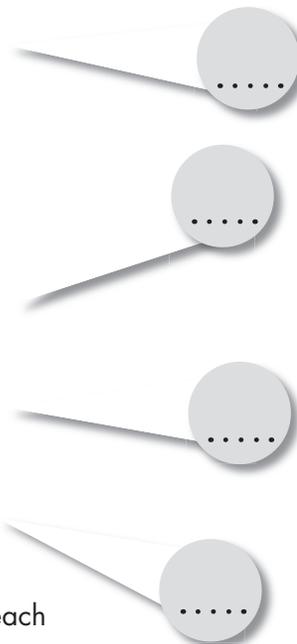
Day 3 | Student Homework

Day 3 Homework

1

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

Word List 1		Word List 2		Word List 3	
Green Words		Green Words		Green Words	
north	first	girl	morning	bigger	dirt
port	far	serve	stir	expert	thicker
dark	summer	burn	chart	marched	firm
turn	large	hard	smart	burst	closer
never		better	windows	charge	
Red Words		Red Words		Red Words	
lucky		gym		white	whale
some		movies		through	party



2

Practice reading "Icebergs." Have someone initial in a box each time you read the passage correctly and smoothly.



3

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

1. The Arctic expert told them about the animals.
2. The white whale was bigger than a walrus.
3. The water pipes in his house burst.



Unit 11 | Day 4

Listening Comprehension: first two sections of chapter 4

Partner Reading: chapter 4: "Ice Walk"

Teacher Background

In today's chapter, the ship stops to let passengers take a walk on the ice. Carl wanders away from the ship and sees more Arctic wildlife, including a seal and some polar bears. Polar bears venture across ice sheets to hunt seals. They find holes in the ice and ambush the seals when they emerge to breathe. The closest land to the ice sheet where the ship stops is a chain of tiny islands of volcanic mountains and glaciers known as the Franz Joseph Land archipelago.

Set the Stage

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

Reading Goal:

Today we will review the letter combos containing the letter *r*.

Today's Big Question:

What were the white lumps on the ice?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.
3. Have the students turn to their Map It Out sheets and review their goals for the unit. Use **Think-Pair-Share** to ask:

Do you think you are making progress toward your goal?

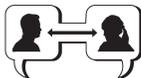
Looking at the Toll Booth for unit 11, which words have the *ar* letter combo? Can you read them? Which words have the *ur* letter combo? Which words will you need to work on?

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide.

.....▶
Timing Goal: 10 minutes

.....▶
Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.



.....▶
The students review their goals.

.....▶
The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.

Set the Stage
continued

2. Refer to the Homework box under Day 4. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 4 on the Team Score Sheet/Learning Guide next to their partner's name.
3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.
4. Refer to the box for Word List under Day 4 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all the words, the partners will initial the Word List box for Day 4 next to the partner's name. Have partners read the words on Word List 3 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 4 on their Team Score Sheet/Learning Guide. Have partners also check their partner's fill-in-the-blank answers.
5. Have partners read the homework passage from the reading to each other.

The goal is to read the words in the passage correctly, smoothly, and with expression. If it is smooth, you are reading it quickly and the words sound connected like speech. If it is expressive, it sounds interesting, shows emotion, and would entertain an audience.

Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 4 on the Team Score Sheet/Learning Guide.

6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide.

Active Instruction

Skill Review

Say-It-Fast (optional review)

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

/m-or-n-ing/ morning

/g-r-ou-p/ group

/f-ou-n-d/ found

/s-t-o-ne/ stone

/c-l-ue-s/ clues

/f-l-oa-t-s/ floats

Timing Goal: 20 minutes

.....

Active Instruction

continued

.....▶

The students review words with the /or/ and /ar/ sounds.

Break-It-Down (optional review)

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

think /th-i-nk/

made /m-a-de/

straw /s-t-r-aw/

bless /b-l-e-ss/

noon /n-oo-n/

turn /t-ur-n/

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

Letter/Sound Review

3. Review the /or/ and /ar/ sounds.

Show the key cards for the *or* letter combination.

Have the students say the pictured word: *horse*. Write the word *horse* on the board and underline the *or* letter combination. Remind the students that the letter combo *or* stands for the /or/ sound as in the word *horse*. Have the students indicate whether or not they recognize the sound in spoken words.

Give me a thumbs up if you hear the /or/ sound in the following words:

horn

pork

lend

[thumbs up]

[thumbs up]

[thumbs down]

down

sport

grace

[thumbs down]

[thumbs up]

[thumbs down]

form

scorch

storm

[thumbs up]

[thumbs up]

[thumbs up]

Show the key card for the *ar* letter combination.

Have the students say the pictured word: *jars*. Write the word *jars* on the board, and underline the *ar* letter combination. Remind the students that the letter combo *ar* stands for the /ar/ sound as in the word *jars*. Have the students indicate whether they recognize the sound in spoken words.

Active Instruction
continued

Give me a thumbs up if you hear the /ar/ sound in the following words:

harm <i>[thumbs up]</i>	farm <i>[thumbs up]</i>	cart <i>[thumbs up]</i>
trip <i>[thumbs down]</i>	tree <i>[thumbs down]</i>	keep <i>[thumbs down]</i>
mark <i>[thumbs up]</i>	star <i>[thumbs up]</i>	shark <i>[thumbs up]</i>

Show You Know It

4. Have the students think about words they know or have just heard that have the /ar/ sound.

Tell your partner at least two words that have the /ar/ sound. Then tell your partner how the word is spelled.

Use **Numbered Heads** to have some partners share their words with the class. Write them on the board.



Build Background

1. Refer the students to the reading, and have them turn to chapter 4. Read the title: “Ice Walk.” Have the students work with their partners to predict what the chapter is about.
2. Use **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make predictions.

Listening Comprehension

1. Read the introduction to chapter 4, “Ice Walk,” aloud.

Introduction

The ice breaker moved steadily due north toward the pole. Carl and Fern were kept busy during the day making meals for the passengers of the ship. But in late afternoon Burt let Carl and Fern take a break and go out on the top deck again. The captain of the cruise ship gave the order for the ship to stop and let the passengers walk out on the thick ice sheet.

2. Tell the students that you are going to keep in mind the letter combos you have learned to help you figure out words as you read.

Partner and class discussions activate background knowledge and establish a purpose for reading.

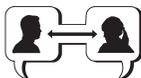
Teacher models clarifying strategies.

Active Instruction

continued

Timing Goal: 20 minutes

The students read, clarify unfamiliar words, and practice reading fluently.



3. Read the first section of “Ice Walk” aloud. Pause at the word *parka* to model clarifying.

Hmm. Put on a...what? I see that it has the *ar* letter combo. The *ar* combo stands for the /ar/ sound like in *jars*. I’ll try to sound out this word. /p-ar-k-a; parka/ Oh, I know what a parka is. It is a big, warm coat. That makes sense. Fern is telling him to put on a parka.

Continue reading, and pause at the word *marched* to model clarifying.

Hmm. This word is a longer one. I’ll look at the whole word to see if there are any chunks that look familiar to help me figure it out. I see the *ar* letter combo again that stands for the /ar/ sound. I also see an *ed* at the end. So I’ll try sounding it out. /m-ar-ch-d; marched/ That makes sense. *Carl marched down the ramp to the ice.*

4. Read the two sections again to model fluency and so the students can focus on comprehension.

Teamwork

Partner Reading

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

“Ice Walk” aloud with partners.
3. As partners work together, circulate to prompt and reinforce the students’ efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Also remind them to retell what happened after reading each section aloud.
4. When the students are finished reading and clarifying the passage, use **Think-Pair-Share** to ask:

What words did you have trouble with (sticky note words)? How did you figure each word out? Did you look for familiar chunks like a letter combo or an -ed ending? Did you use clues in the sentence? Talk to your partner about what clues you used to figure out the word.

Answers will vary.

Ask several students to share their discussion with the class.

Teamwork
continued



The students manipulate letters to make new words and practice blending sounds to say them.

The students discuss questions about the reading and individually write the answer to a question.

Timing Goal: 10 minutes



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

How did it feel to read the text smoothly?

Did it feel different?

Did you understand the text in a different way?

Answers will vary.

Ask several students to share their discussion with the class.

Word Work

6. Review the rules for Quick Erase. Tell the students that they will practice making new words by using Quick Erase. Remind them that they should be able to pronounce the new words they make.
7. Have partners play Quick Erase using the word *yard*.

Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 2.

Team Talk Questions

1. Why didn't Carl pet the seal?

Carl did not pet the seal because it had sharp teeth. He thought it might bite him.

2. What were the white lumps on the ice? (write)

The white lumps on the ice were polar bears.

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

Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 2. Elicit answers to question 1, and ask if anyone answered differently.

.....
Time for Reflection
continued



.....▶
The students study their words lists by visualizing each word.

.....▶
The students write sentences.

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

Did we answer Today's Big Question?

The white lumps on the ice were a group of sleeping polar bears.

Did stopping to retell the story help you understand it better?

Answers will vary.

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

Did looking for familiar word chunks today help you sound out words?

Answers will vary.

Word List Practice

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

For each red word on Lists 1, 2, and 3:

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

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

Dictation

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

The thick ice was firm.

It was not hard to see the first hole.

The bigger ship was in the port.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

The trip to the far north was short.

Take it down a notch: Write one of the sentences on the board with a spelling error and have the partners discuss what they should change to make the sentence correct.

Time for Reflection
continued

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*thick, firm, hard, first, hole, bigger, port*), while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.
3. Refer the students to the box for Dictation under Day 4. Tell the students that if their partner has written the sentences correctly, they can initial in this box next to their partner's name. Circulate and circle 5 points on Team Score Sheet/Learning Guide for sentences written correctly.
4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today's total. Refer to the spaces on the Team Score Sheet/Learning Guide under Day 4. Explain that each day team members will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

Homework

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

Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the words on lists 1, 2, and 3 correctly, have the listener initial a circle.
2. Tell the students that they will also practice reading "Ice Walk."

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

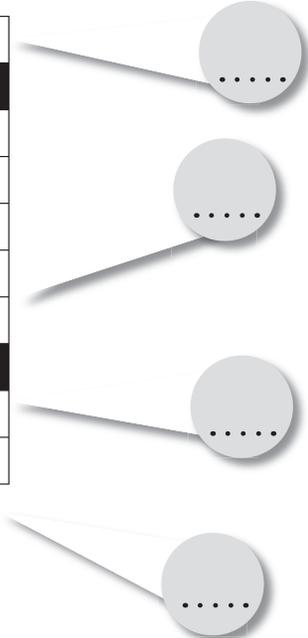
For this activity, your job is to choose a picture from the story and write a sentence about it using one or more words from the word lists. Write the sentence in the blank.

Day 4 | Student Homework

Day 4 Homework

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

Word List 1		Word List 2		Word List 3	
Green Words		Green Words		Green Words	
north	first	girl	morning	bigger	dirt
port	far	serve	stir	expert	thicker
dark	summer	burn	chart	marched	firm
turn	large	hard	smart	burst	closer
never		better	windows	charge	
Red Words		Red Words		Red Words	
lucky		gym		white	whale
some		movies		through	party



2 Practice reading "Ice Walk." Have someone initial in a box each time you read the passage correctly and smoothly.



3 Choose a picture from the reading. Write a sentence about the picture using one or more of the words from your word lists.

Unit 11 | Day 5



Listening Comprehension: first two sections of chapter 5

Partner Reading: chapter 5: “At the Pole”

Teacher Background

In today’s chapter, the cruise ship reaches its destination, 90 degrees north latitude, the North Pole. The passengers celebrate by having a party out on the ice. Carl and Fern don thermal suits and do some ice diving at the North Pole.

Set the Stage

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

Reading Goal:

Today we will review the *r* letter combinations.

Today’s Big Question

What is there to do at the North Pole?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.
3. Have the students turn to their Map It Out sheets and review their goals for the unit. Use **Think-Pair-Share** to ask:

Do you think you are making progress toward your goal?

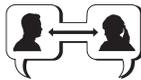
Looking at the Toll Booth for unit 11, are there any letter combinations or word chunks that you do not know? Which ones will you need to work on?

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide.
2. Refer to the Homework box under Day 5. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 5 on the Team Score Sheet/Learning Guide next to their partner’s name.

.....▶
Timing Goal: 10 minutes

.....▶
Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.



.....▶
The students review their goals.

Set the Stage

continued

3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.
4. Refer to the box for Word List under Day 5 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word lists they practiced for homework. When the students successfully read all the words, the partners will initial the Word List box for Day 5 next to the partner's name. Have partners read the word lists to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 5 on their Team Score Sheet/Learning Guide. Have partners also check their partner's sentences.
5. Have partners read the homework passage from the reading to each other. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 5 on the Team Score Sheet/Learning Guide.
6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide. At the end of the unit, they will add up their daily points to get their unit scores. Remind the students that explaining their ideas to each other will improve their total scores and earn them a spot as a good, great, or super team.
7. The students who complete their work early can practice the word lists. Remind them that they must be able to read and spell the words for the cycle test.

The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.

Timing Goal: 20 minutes

Active Instruction

Skill Review

Say-It-Fast (optional review)

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

/f-r-ow-n/ frown

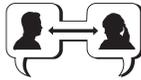
/f-a-ce/ face

/w-i-n-t-er/ winter

/b-ur-s-t/ burst

Active Instruction
continued

The students review words with two /ow/ sounds.



Partner and class discussions activate background knowledge and establish a purpose for reading.

Break-It-Down (optional review)

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

brag /b-r-a-g/

joined /j-oi-n-ed/

bikes /b-i-ke-s/

cheer /ch-ee-r/

Letter/Sound Review

- Review the /ow/ sound as in *mow*.

Show the key card for the /ow/ sound.

What is this picture? Say it with me. *Mow*. The letters *ow* stand for the /ow/ sound. Say it with me.../ow/. *Mow*.

Read the sentence on the back of the card. Have the students snap when they hear the /ow/ sound repeated.

Point out to the students that there is a word on their word lists that contains this letter combo. Write the word *windows* on the board, and underline the *ow* letter combo. Read the word aloud. Point out that in this word the *ow* letter combo stands for the /ow/ sound like in *mow*.

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

The *ow* letter combo can stand for another sound. Looking at your key card sheet, what is that other sound?

It can stand for the /ow/ sound like in cow.

Show the key card for /ow/ as in *cow*. Read the sentence on the back of the card, and have the students snap when they hear the /ow/ sound repeated. Use **Think-Pair-Share** to ask:

How can you figure out which sound the *ow* letter combo stands for in a word?

Try both sounds and see which one makes sense.

Show You Know It

- Write the following words on the board. Have partners work together to pronounce the following words that contain the *ow* letter combo by trying both sounds.

how

shown

brow

crow

Use **Numbered Heads** to share responses.

Build Background

- Refer the students to the reading, and have them turn to chapter 5. Read the title: "At the Pole." Have the students work with their partners to predict what the chapter is about.
- Use **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make predictions. Refer the students to Today's Big Question: What is there

.....

Active Instruction
continued

to do at the North Pole? Have partners predict what activities the cruise passengers might take part in at the North Pole and discuss the clues they used to make these predictions.

Listening Comprehension

1. Read the introduction to chapter 5, “At the Pole,” aloud.

Introduction

Six days after leaving the port of Murmansk, the ice breaker cruise ship reached 90 degrees north latitude: the North Pole.

2. Tell the students that you are going to read aloud, and when you come to words you don't know, you will blend sounds to pronounce the words.
3. Read the first two sections of “To the North Pole” aloud. Pause at the word *world*, and model identifying the *or* letter combo and clarifying the word.

Hmm. On top of the...what? I see that this word has the *or* letter combo. In my mind I can see the picture on the key card for this combo. It is the picture of a horse. So *or* stands for the /or/ sound in *horse*. I'll try sounding out the word. /w-or-l-d; world/. Oh! I know this word. *They had reached the top of the world, the North Pole.* That makes sense. Seeing that *or* letter combo in the word helped me figure it out.

Continue reading section two, and pause at the word *snow*.

OK. Here is a word with the *ow* letter combo at the end. I know that it could stand for two different sounds. I'll try both to see which sounds right. (Sound out the word using the /ow/ as in *cow*.) That does not sound right. I'll try the other sound. /s-n-ow; snow/. *All around was ice and snow.* That makes sense. I figured out the word by seeing the *ow* letter combo and then trying out both sounds.

4. Reread the first two sections to model fluency and so the students can focus on comprehension.

.....

Teacher models
clarifying strategies.

Teamwork

Partner Reading

1. Explain to the students that reading involves more than simply being able to recognize different words. It is also important to be able to read automatically and smoothly. When they reach a point where they can read something automatically and with expression (or fluently), it will be easier to think about the meaning of what they read.

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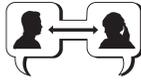
Timing Goal: 20 minutes

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The students read, clarify unfamiliar words, and practice reading fluently.

.....

Teamwork
continued



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

“At the Pole” aloud with partners.

4. As partners work together, circulate to prompt and reinforce the students' efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Also remind them to retell what happened after reading each section aloud.
5. When the students are finished reading and clarifying the passage, use **Think-Pair-Share** to ask:

What words did you have trouble with (sticky note words)? How did you figure them out? Talk to your partner about what clues you used to figure out the words.

Answers will vary.

Ask several students to share their discussion with the class.

Word Work

6. Have the students choose a picture from the reading and write a sentence about it using one or more words from the word lists. Use **Numbered Heads** to share sentences.



Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 2.

Team Talk Questions

1. What is there to do at the North Pole?

At the North Pole, the passengers have a party and grill food, listen to music and dance on the ice sheet. Carl and Fern dive under the ice for a swim.

2. How did Carl and Fern get under the ice? (write)

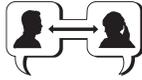
Carl and Fern went in a hole in the ice.

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

.....▶

The students discuss questions about the reading and individually write the answer to a question.

Timing Goal: 10 minutes



The students study their word lists by visualizing each word.

The students write sentences.

Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 2. Elicit answers to question 1 and ask if anyone answered differently.

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

Do you think you would like to visit the Arctic? Why or why not?

Answers will vary.

Did you read new words today that you didn't know before?

Answers will vary.

Word List Practice

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

For each word that you are still not sure how to spell:

- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and picture the word **displayed on a computer screen**.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.

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

Review any words on the lists that are still difficult for your students. Point to the words randomly, and have the students read them and spell them chorally.

Dictation

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

He marched closer to the ship.

Will you stir the thicker soup?

The hole will grow bigger.

Time for Reflection
continued

- When the students have finished writing, have them exchange their student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*marched, closer, stir, thicker, soup, hole, grow, bigger*), while the students check their partners' spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

It is better to go outside in the morning.

- Refer the students to the box for Dictation under Day 5 on the Team Score Sheet/Learning Guide. Tell the students that if their partner has written the sentences correctly, they can initial in this box next to their partner's name. Circulate and circle 5 points on Team Score Sheet/Learning Guide for sentences written correctly.
- Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today's total. Refer to the spaces on the Team Score Sheet/Learning Guide under Day 5. Explain that each day team members will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

Homework

- Refer the students to the homework for Day 5. Explain that they will practice spelling the words on all three word lists.

Read the words at home tonight and practice spelling them all correctly. Have someone listen to you spell. Each time you spell the words on all lists correctly, have the listener initial a circle.

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

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

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

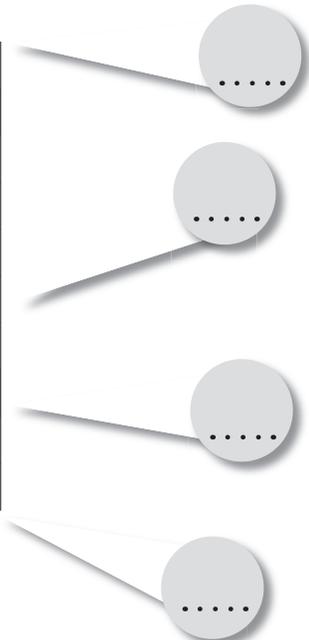
Your sentence activity tonight is to choose one picture from your reading, and write a sentence about it. Use at least two words from your word lists.

Day 5 | Student Homework

Day 5 Homework

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

Word List 1		Word List 2		Word List 3	
Green Words		Green Words		Green Words	
north	first	girl	morning	bigger	dirt
port	far	serve	stir	expert	thicker
dark	summer	burn	chart	marched	firm
turn	large	hard	smart	burst	closer
never		better	windows	charge	
Red Words		Red Words		Red Words	
lucky		gym		white	whale
some		movies		through	party



2 Practice reading "At the Pole." Have someone initial in a box each time you read the passage correctly and smoothly.



3 Choose a picture from the reading. Write a sentence about the picture using at least two words from your word lists.

Unit 11 | Day 6



Timing Goal: 10 minutes

Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.

The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.

Set the Stage

1. Post and present today's goals.

Goals:

1. We will take the cycle test.
2. We will celebrate our accomplishments.

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide. Display the transparency of the Team Score Sheet/Learning Guide.
2. Refer to the Homework box under Day 6. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 6 on the Team Score Sheet/Learning Guide next to their partner's name.
3. Refer to the box for Word List under Day 6 on the Team Score Sheet/Learning Guide. Tell the students that they will choose four words from the word lists and have their partners spell them. When the students successfully spell the words, the partners will check off the Word List box for Day 6 next to the partner's name. Circulate and listen to partner pairs as they spell words on the word list. For the students who have their homework and can successfully spell the four chosen words, circle 5 points in the Teacher column next to Homework and Word List for Day 6 on their Team Score Sheet/Learning Guide. Have partners also check their partner's Quick Erase words.
4. Have partners read the homework passage from the reading to each other. Indicate on the transparency the Passage box that the students will initial if their partners can read the passage smoothly with no mistakes. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 6 on the Team Score Sheet/Learning Guide.

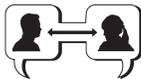
Set the Stage

continued

Timing Goal: 5 minutes

Timing Goal: 30 minutes

Timing Goal: 15 minutes



- The students who complete their work early can practice the word lists. Remind them that they must be able to read and spell the words for the cycle test.

Active Instruction

Prepare the Students for the Test

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

Cycle Test

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

Time for Reflection

Class Discussion

- Use **Think-Pair-Share** to ask questions that will help the students think about their own thinking such as:

Do you think practicing the passages from *To the North Pole* helped you read the test passage today? How?

Is figuring out the letter sounds getting easier for you?

Are you beginning to recognize letter combinations right away?

Point out again that learning to read is like learning to drive a car. The more you do it, the better you get at it. The more you practice reading, the better reader you become.

- Remind the students to record the team cooperation points they have received today. Remind them that all the points team members earned today can be added up and written in the space for today's total. Refer to this space on the team score sheet under Day 6. Explain that during the next class they will add up their points and determine their team's score. Will their team be a good team, great team, or super team?

Cycle Test

.....▶
30 points

Spelling Test (3 points each)

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

- | | | |
|----------|-----------|------------|
| 1. first | 5. smart | 8. morning |
| 2. port | 6. closer | 9. stir |
| 3. turn | 7. chart | 10. serve |
| 4. some | | |

.....▶
30 points

Dictation (15 points each)

It is cold in the far north.

The girl showed us the bigger chart.

Test Passage

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

Fish Pie

Carl and Fern were under the ice.

They had an Arctic swim.

The suits kept them warm in the cold water.

Soon it was time to come up.

Carl burst through the hole in the ice.

Burt pulled him up.

“I feel like a large seal,” said Carl.

“You look like a large seal,” said Burt.

Just then, Fern came up through the hole.

She had a smile on her face.

“This was better than the swimming pool,” she said.

Carl, Fern, and Burt went back to the ship.

They had to start the next meal in the kitchen.

“What will we fix?” asked Fern.

Burt leaned back.

“The people had lots of burgers,” he said.

“Let’s serve them fish pie.”

“Fish pie!” said Carl. “What is fish pie?”

“Well first you take some fish,” said Burt.

“You put them in pie crust. That is fish pie.”

Cycle Test
continued

- Short answer scoring rubric (20 points):
- short answer = 10 points
 - complete sentence(s) = 4 points
 - correct capitalization and punctuation = 4 points
 - correct spelling throughout = 2 points

20 points

Total: 100 points

Fern did not want to make fish pie.
She put on the charm.
“I like pie,” she said.
“I like pie with meat and cheese on it.”

Carl smiled. He was thinking of pizza too.
Carl and Fern showed Burt how to make a pizza.
They cut a slice for Burt.
“Man!” said Burt. “This is much better than fish pie!”

Short Answer (20 points)

Answer the question below using one or two sentences.

What did Burt want to fix?

Burt wanted to fix fish pie.

Word List (20 points)

Put the best word in each blank.

1. The ship was on a trip to the North Pole.
2. It was hard to find the kitchen.
3. Do not burn the burger.
4. In summer the sun is hot.
5. Stir the drink with this spoon.

Word Bank

summer	hard	burn
stir	North	

Unit 11 | Toll Booth Day



Teacher Background

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

Time for Reflection is an opportunity to recognize the students' success and to help them set goals. The students add up their daily points on their team score sheets and celebrate good, great, and super teams. The students also use the Toll Booth Check and their scores on the Team Score Sheet/Learning Guide to set goals. For example, a student who was unable to identify the letters/sounds /er/ or /or/ writes the letters in the space on the Toll Booth: "I need to work on _____." A student who notes that he could improve his score and his team's score by reading the passage additional times, will set that as a goal on his map.

.....▶
Timing Goal: 2 minutes

Set the Stage

1. Post and present today's goal.

Goal:

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

.....▶
Timing Goal: 20 minutes



Active Instruction

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

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

What have you been doing to earn points?

Active Instruction

continued

If your students need additional assistance filling out the Team Score Sheet/Learning Guide, you may choose to model it using the transparency.

The students review the cycle test.

Accept reasonable responses. For example, we earned points by doing the homework, practicing the word lists, reading a passage, writing sentences, practicing active listening, and explaining our ideas and telling why.

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

Answers may vary.

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

2. Explain to the students that today they will be going over the cycle test. Distribute the scored cycle tests from *To the North Pole*. Have the students work with their partners to review the answers. Allow the students the opportunity to ask questions of the class to clarify any outstanding questions.
3. Remind the students that today each one of them will have a Toll Booth Check, a chance to show they know the letter sounds they have been practicing before they move on to the next unit.
4. Have the students get out their Map It Out sheets, and display the transparency of the map. Remind them that this map shows their step-by-step progress in reading. They will be moving quickly from one unit to the next, stopping along the way to do Toll Booth Checks and show they know it. Remind the students that at the end of the map they will move out of Level 1.
5. Refer them to the Toll Booth for unit 11 on their maps. Point out the question at the top: How did I do? Point out that the students now have a unit score and a cycle test score to help them answer the question, "How did I do?" Tell them to write these two scores they earned for unit 11 on their maps.

Timing Goal: 25 minutes

The students show they know the letter sounds.

The students take a pretest for the next unit.

Timing Goal: 13 minutes

Toll Booth Check

1. Point out to the students that on their maps, the unit 11 Toll Booth includes a list of the letter combinations they have been practicing. There is also a list of words they will need to read to pass through this Toll Booth. Have partners review the list of letter combinations to be sure they know the sounds they stand for. Then have them read the list of words to each other in preparation for passing their Toll Booth Check.
2. While the partners practice, move from one partnership to the next to do a Toll Booth Check. Ask each student to tell you what sound the letter combo makes as you point to letters on the list. Point to the letters randomly so you will be sure that the student knows the letter sound. Ask each student to read words on the list as you randomly point to them. Have the students check off the letter sounds and words they read correctly. Then have the student read one of the following sentences. If the student reads the sentence correctly, he or she checks off the space next to “I read the sentence” on the map.

They had to charge the fort.

She saw that the bird was hurt.

That part of the letter was short.

3. When the students pass the Toll Booth Check, have them color in the box Toll Booth 11 to show they have moved on. Challenge these students to try the letters/sounds and words for unit 12 Toll Booth Check. If a majority of the students are able to pass the Toll Booth Check for unit 12, consider moving the class on to unit 13.
4. For the students who are unable to identify all the letter sounds, have the student write the unchecked letters in the space: “I need to work on _____.” Tell these students that they can practice these letter sounds and take the Toll Booth Check again in the coming week.

Time for Reflection

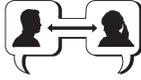
1. When all the students have had the Toll Booth Check, celebrate their successes and help them set goals for the next unit. On the Map It Out transparency, point out the space “I need to work on _____.”

Remember that when we travel we set goals. We decide where we want to go and when we want to get there. You are setting goals for yourself, too. You are deciding what you need to work on to get you where you want to go. Some of you may need to work on certain letter sounds, some of you may need to work on bringing in your homework, or work on dictation. Your Team Score Sheet/Learning Guide and your map will help you set your goals.

Have the students look at their maps.

.....
Time for Reflection

continued



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

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

Where did you miss getting points on your Team Score Sheet/Learning Guide this week?

What can you do about it?

What goal will you set for yourself for next week?

How can your partner/team support you as you work toward that goal?

2. Guide the students in setting the team cooperation goal for the next unit. Display the following list of team cooperation goals and read them aloud.

Team Cooperation Goals

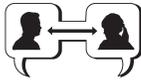
Use active listening.

Complete tasks.

Everyone participates.

Explain ideas and tell why.

Help and encourage others.



.....▶
The students tally their team scores and celebrate good, great, and super teams.

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

Which team cooperation goal do you think the teams should focus on in the next unit?

3. Tell the students that it is time to add up their team scores. Have teams work together to add each team member's unit score to get the team score. Assist teams in determining whether they are a good, great, or super team.
4. Hold a brief ceremony where you award Good, Great, and Super Team certificates and acknowledge teams for their hard work and team cooperation.

Texas Balloon Race



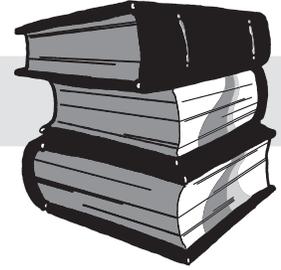
Texas Balloon Race

Summary

In *Texas Balloon Race*, Dwight and his balloon crew compete in an annual race in Longview, Texas. The cash prize for the crew that can get its balloon to a target and drop a black ring on a pole is \$30,000.

Reading Goal

This unit reviews the principle that letters represent sounds and can be blended together to make words. The students will practice blending letter sounds to pronounce words. They will review the sounds represented by the letter combinations **igh**, **uy**, **y** as in the word *try*, and **oo** as in the words *good* and *cook*.



Unit 12 | Day 1

Listening Comprehension: first two sections of chapter 1

Partner Reading: chapter 1: "Road to Texas"

Preparation: Materials

- Word lists on chart paper or transparency
- Team Score Sheet/Learning Guide transparency
- Key cards: *i_e, igh, uy, y, oo* (cook), *-ind, -ild, oi, and oy*.

For each student

- Student edition
- Several sticky notes
- Map It Out sheet
- Notebook paper

For each team

- Team Folder
- Team Score Sheet/Learning Guide
- Key card sheet

Timing Goal: 5 minutes

Map It Out: As the students learn new letter sounds and decoding skills, they move from one location to the next, and see their progress on this map. Map It Out helps the students see what is ahead and set goals for themselves based on this information.

Throughout the lesson, award points to partners/teams when they show behavior that supports the team cooperation goal.

Teacher Background

On Day 1, Dwight, Brook, and Al drive their balloon and equipment all day and night from Ohio to Longview, Texas where they register for the balloon race. Sixty crews enter the race to win the big cash prize.

Set the Stage

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

Reading Goal:

Today we will learn some letter combinations that stand for the long /i/ sound.

Today's Big Question:

How long does it take to go from Ohio to Texas?

2. Have the students turn to their Map It Out sheets to review their goals for this unit. Remind the students that they have been using Map It Out to set their goals and track their progress as readers.
3. Distribute a Team Score Sheet/Learning Guide to each team. Specify the team cooperation goal. Remind the students of the team cooperation goal set in the previous Toll Booth Day that they will be focusing on in this unit.

Remember that during the last Toll Booth Day we set a team cooperation goal. In this unit, I will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal. Remember that partners help each other work toward their goals.

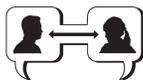
Set the Stage

continued

Timing Goal: 20 minutes

The students practice blending sounds to say words.

The students review words with the /er/, /ur/, and /ir/ letter combinations.



Give examples of what partners working toward the specific goal would do. For example, teams working on the goal of explaining their ideas would ask their partners to explain how they clarified a word.

4. Remind the students that they will use the Team Score Sheet/Learning Guide to help them keep track of what they will practice each day and to earn points for good work. Have the students in each team write their names on the Team Score Sheet/Learning Guide.

Active Instruction

Skill Review

Say-It-Fast (optional review)

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

/c-oo-k-s/	cooks	/d-r-ai-n/	drain
/s-l-igh-t/	slight	/sh-i-ne/	shine
/s-t-r-e-a-m/	stream	/ch-ar-ge/	charge

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

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

Letter/Sound Review

2. Have the students write the following words as you dictate.

sister dirt turn girl

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

3. Point out to the students that all these words have the same sound, but the sound is spelled different ways.

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

What sound do all these words share?

The /er/ sound.

What letter combinations in the words you wrote stand for this /er/ sound?

The combinations er, ir, or ur.

.....

Active Instruction

continued

.....▶

Teacher presents letters/sounds using key cards.

Skill Instruction

1. Remind the students that they learned about a letter combo that stands for the long /i/ sound. Hold up the key card for the /i_e/ sound. Say the pictured word aloud. *Bikes*. Have the students repeat the word after you say it. *Bikes*.

When I say the word *bikes*, I hear the long /i/ sound. The silent *e* makes the *i* say its name.

Write the following words on the board, and underline the *i* and silent *e*. Read the words, and emphasize the long /i/ sound in each.

kite smile fire prize

Tell the students that today they are going to learn about some more letter combos that stand for the long /i/ sound.

2. Present the letter *y* and letter combo *uy*.

Hold up the key card for *y*. Say the pictured word aloud. *Cry*. Have the students repeat the word after you say it. *Cry*.

What sound do you hear repeated in the words *cry*, *sky*, and *try*?

The long /i/ sound.

Look at the card. What letter goes with the long /i/ sound in *cry*?

The letter y.

Write the following words on the board. Have partners work together to read the words.

cry my fly try shy

Use **Numbered Heads** to share responses.

Write the words *by* and *buy* on the board. Underline the *y* and the *uy* in the words. Read the words aloud.

Say these words with me. *By*, *buy*. These words sound the same, but they have two different letter combos. In the first word, the letter *y* stands for the long /i/ sound. This first word means next to something. *I sat by the door*. In the second word, the letters *uy* also stand for the long /i/ sound. This word *buy* means to purchase something. *I buy a sandwich with my money*. Both words sound the same, but they are spelled two different ways and have different meanings.

Hold up the key card for *uy*. Say the pictured word. *Buy*. Have the students repeat the word after you say it. *Buy*.

Show the students the key card as you trace the shape of the letters. Have the students practice writing the letters *uy* in the palms of their hands. Point out that the two letters work together to stand for the /uy/ sound.



Active Instruction
continued

3. Present the *igh* letter combination.

Tell the students that there is another letter combo that stands for the long /i/ sound. It is a letter combo with silent letters.

Hold up the key card for *igh*. Say the pictured word aloud. *Light*. Have the students repeat the word after you say it. *Light*.

What sound do you hear repeated in *light*, *sigh*, *bright*, and *high*?

The long /i/ sound.

Look at the card. What three letters go with the /igh/ sound in *light*?

The letters igh.

These letters together stand for the long /i/ sound. I see the letter *i* in this combo, but the *g* and *h* are silent letters. When I say the long /i/ sound, I do not hear the *g* or *h*. *Light*. To help me remember the letters that make the /igh/ sound, I'm going to think of the letters on this key card and connect them with this picture in my mind. When I see the letters *igh* together in my reading, it will remind me that the combo *igh* stands for the long /i/ sound like in *light*.

Show the students the key card as you trace the shape of the letters. Have the students practice writing the letters *igh* in the palms of their hands. Point out that in this combo the *i* says its name while the *g* and *h* are silent. *Light*.

Read the following sentence, and ask the students whether they can identify the /igh/ sounds.

I sighed because the light was too high.

Have the students repeat the sentence. Read the sentence again. Have the students tap whenever they hear the /igh/ sound.

4. Tell the students that they will often see the *igh* letter combo followed by the letter *t*.

Write the word *sigh* on the board. Draw your finger under it, and have the students say the word, blending the sounds with you. Add the letter *t* to the end of the word, and underline the *ight* word chunk.

How would you say this word?

Sight.

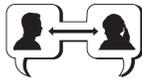
Point out that when the letter *t* is added to the *igh* letter combo, we blend it to say /ight/. *Sigh* and *sight*.

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

Dwight saw the bright night light.

Have the students repeat the sentence. Read the sentence again. Have the students tap whenever they hear the /ight/ sound. Point out that

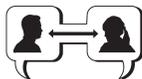
Active Instruction
continued



The students practice using clues to predict the topic.



Partner and class discussions activate background knowledge and establish a purpose for reading.



the words with the long /i/ sound in this sentence have the *igh* letter combo followed by the letter *t*.

Four Lists

- Point out that the students have learned about several letters and letter combos that stand for the long /i/ sound. Refer the students to the following chart in their student editions. Have partners work together to read each word. Use **Numbered Heads** to share responses.

i_e	y	uy	igh
hikes	by	buy	thigh
kite	sky	guy	might

Remind the students that these letter/letter combos stand for the same long /i/ sound. They are just spelled in different ways. Remind the students that the letters and pictures on the key cards can help them remember the letter combos for the long /i/ sound.

Build Background

- Refer the students to the next unit, *Texas Balloon Race*, in their student editions. Use **Think-Pair-Share** to ask:

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

You can look at the title and pictures on the cover and inside the book.

- Have partners preview the reading and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity. Use a random selection system like **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make their predictions.
- Tell the students that you will read the introduction to this book. Read the following introductory text aloud.

Introduction

Dwight is a hot air balloon pilot. He and his team travel around the country competing in hot air balloon races. They compete for the fun of it and also for the cash prizes. The next race they have entered is in Longview, Texas. If Dwight and his team win, they will receive a cash prize of \$30,000.

- Refer the students to the predictions they made about the topic of the book. Point out that from the introduction it sounds like they will be reading about a balloon race team that is going to Texas to try to win a very large cash prize. Use **Think-Pair-Share** to ask:

Active Instruction
continued



Teacher models
clarifying strategies.

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

Accept reasonable responses. For example, I would like to know how a hot air balloon works or how to get on a hot air balloon team.

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

Listening Comprehension

1. Tell the students that you are going to begin reading "Road to Texas" aloud.

As I read, I will stop when I get to a word that I need to figure out. I will look at the letters, figure out what sounds they make, and then blend the sounds together to read the word. I will also look at my key cards to help me figure out the sounds for letter combos. I will be on the lookout for the letter combos I learned that stand for the long /i/ sound.

2. Pause at the first word, *Dwight*, and model identifying the *igh* letter combo.

Hmm. I don't know this first word. I'll try sounding it out. /d-w/. Wait. I see the letter combo we just learned, *igh*. I remember that this combo stands for the long /i/ sound. The *g* and *h* are silent. /d-w-igh-t; Dwight/. Ah, that makes sense because I remember from the introduction that Dwight is the name of the balloon pilot.

Continue reading, and pause at the word *why*.

Hmm. This is a short word. I see that it ends in *y*. The key card picture for *y* is *cry*. Maybe the *y* stands for the long /i/ sound like in *cry*. I'll try it. /w-h-y; why/. I'll read the sentence to see if it makes sense: "Why is my crew so late?" Yes, that must be right.

Continue reading, and pause at the word *buy* to model identifying the *uy* letter combo.

Hmm. Here is another word with a *y* on the end, but there is a *u* in the middle. Wait. This is that *uy* letter combo. I remember that this combo stands for the long /i/ sound too. I'll try it. /b-uy; buy/. That is a word. I'll try it in the sentence. "We had to stop to buy some good snacks." I figured it out because I remembered the sound for that letter combo.

Continue reading the second section, and pause at the word *right* to model identifying the *igh* letter combo. Point out how recognizing the letter combo helped you pronounce the word and figure out the meaning of the sentence.

.....

Active Instruction

continued

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

Word List 1 Introduction

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

Word List 1	
Green Words	
stood	why
my	buy
good	right
sky	light
Red Words	
balloon	music

Stretch and Read

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

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

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

Think-Pair-Share to ask:

Are there green words on the list that have letter combos we learned today? Which ones are they?

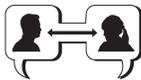
They are why, my, buy, right, sky, and light.

Say-Spell-Say

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

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

Have the students read and spell the words *balloon* and *music*.



.....▶
Timing Goal: 20 minutes

.....▶
The students read and clarify unfamiliar words and practice retelling events.

Teamwork

Partner Reading

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don't know: sound it out, look for context clues, look at the pictures, or ask for help. Remind them to refer to the key cards in their student editions or key card sheets.

Clarifying Strategies

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

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

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

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

Ask for help establishes peer and teacher assistance as acceptable after efforts to clarify independently have failed.

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

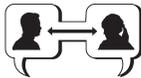
For now, I want you to focus on getting the words. The first time you read the passage, I want you to pay attention to the words you don't know or don't understand. Talk with your partners about how to figure them out. Can you blend the sounds and say the word? If you can't figure out a word, put a sticky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

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

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

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

Teamwork
continued



The students practice using context clues.

The students discuss questions about the reading and individually write the answer to a question.

3. Have the students read:

“Road to Texas” aloud with partners.

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

Talk to your partner about a word that you had trouble (sticky note word) with. How did you figure it out? Did you recognize letter combos? Did you use clues in the sentence?

Answers will vary.

Ask several students to share their discussion with the class.

Word Work

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

He told us to take a _____ turn after the light. [*right*]

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

Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence to answer question 1.

Team Talk Questions

1. Why are Al and Brook late? (write)

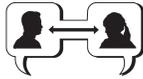
Al and Brook stop to buy snacks.

2. How long did the drive from Ohio to Texas take?

The drive was 1,000 miles. They drove all day and night.

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

Timing Goal: 10 minutes



Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.
2. Use **Think-Pair-Share** to ask:

Did we answer Today's Big Question?

Yes, they drove for a day and a night; the distance is over 1,000 miles.

Why do you think each team got a black ring? What do you predict it is for?

Answers will vary.

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

Does picturing the key card for *igh* (*light*) in your mind help you remember what sound that letter combo stands for?

Answers will vary.

Do you use the key card sheet to help you figure out a word?

Answers will vary.

Word List Practice

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

For each word on List 1:

- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and picture it **written in white pebbles**.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.

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

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

The students study their word lists by visualizing each word.


Time for Reflection

continued


The students write sentences.

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

Dictation

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

He will buy the right thing.

That is why my crew is the best.

She saw a light in the sky.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

The balloon was seen high in the sky.

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

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*buy, right, thing, why, my, light, sky*) while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if the sentence is a question.
3. Display the Team Score Sheet/Learning Guide transparency. Refer the students to the box for Dictation under Day 1. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner's name. Circulate and circle 5 points on the Team Score Sheet/Learning Guide for sentences written correctly.
4. Remind the students to record the number of team cooperation points their team received today on the Team Score Sheet/Learning Guide. Explain that this number goes next to each student's name on the team in the spaces marked TCP. Show the students these spaces under Day 1 on the transparency.
5. Explain that all the points team members earned today can be added up and written in the space for today's total. Refer to this space on the Team Score Sheet/Learning Guide under Day 1. Explain that each day teams will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

Homework

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

Time for Reflection
continued

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

2. Tell the students that they will also practice reading “Road to Texas.”

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

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

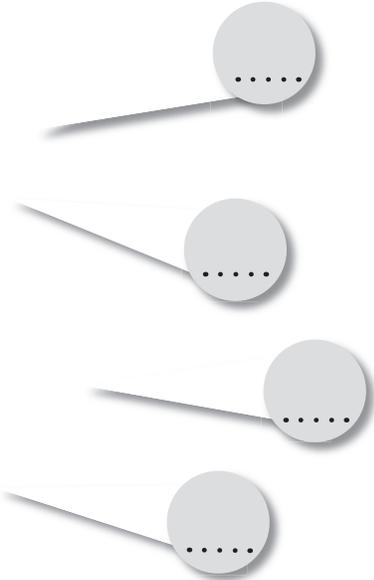
For this activity, you will write four words that have the long /i/ sound and spell them correctly.

Day 1 | Student Homework

Day 1 Homework

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

Word List 1	
Green Words	
stood	why
my	buy
good	right
sky	light
Red Words	
balloon	
music	

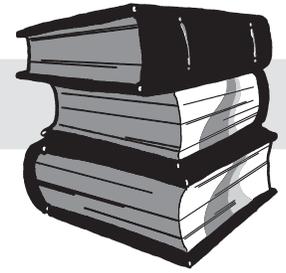


2 Practice reading "Road to Texas." Have someone initial in a box each time you read the passage correctly and smoothly.



3 Write four words that have the long /i/ sound. Spell each word correctly.

Unit 12 | Day 2



Listening Comprehension: the first two sections of chapter 2
Partner Reading: chapter 2: “Big Sky Café”

Teacher Background

Dwight and his balloon crew go to the Big Sky Café for a real Texas meal. Dwight explains what the black ring is for and what they will have to do to win the big cash prize.

Set the Stage

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

Reading Goal:

Today we will learn a different sound for the *oo* letter combo.

Today’s Big Question:

Why did each balloon team get a black ring?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide. Display the transparency of the Team Score Sheet/Learning Guide. Remind the students that the Team Score Sheet/Learning Guide will help them keep track of what they will practice each day. It is a way for partners to help each other and be sure that everyone is moving ahead.
2. Refer to the Homework box under Day 2. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 2 on the Team Score Sheet/Learning Guide next to their partner’s name.
3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.

Timing Goal: 10 minutes

Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.

The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.

Set the Stage

continued

4. Refer to the box for Word List under Day 2 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all the words, the partners initial the Word List box for Day 2 next to the partner's name. Have partners read the words on Word List 1 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 2 on their Team Score Sheet/Learning Guide. Have partners also check that their partner's words with the long /i/ sound are spelled correctly.
5. Have partners read the homework passage from the reading to each other. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 2 on the Team Score Sheet/Learning Guide.
6. Remind the students that at the end of the class, they will tally today's points and write them on the Team Score Sheet/Learning Guide as today's total.


 Timing Goal: 20 minutes

Active Instruction

Skill Review

Say-It-Fast (optional review)

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

/s-u-mm-er/ summer

/m-or-n-ing/ morning

/c-l-o-s-er/ closer

/l-ea-v-ing/ leaving

Break-It-Down (optional review)

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

smooth /s-m-oo-th/

dream /d-r-ea-m/

stuck /s-t-u-ck/

open /o-p-e-n/

mark /m-ar-k/

nice /n-i-ce/


 The students practice blending sounds to say words.

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

Active Instruction
continued

The students review words with the letter *y*, and the *uy*, and *igh* letter combinations.

count the sounds they hear in it, then stretch the word to include that many sounds.

Letter/Sound Review

3. Remind the students that they have been learning different letter combos that stand for the long /i/ sound. Write the following words on the board, and read them aloud, emphasizing each sound.

sky flight guy

As I read these words, I hear the same long /i/ sound in each one. But each has a different letter combo that makes the sound.

Have partners write the words and underline the letter combo that makes the long /i/ sound.

4. Hold up the key card for *igh*.

This key card helps me remember that this letter combo stands for the /igh/ sound. What is this picture? Say it with me. *Light*. Whenever I see the letter combo *igh* in my reading, I think of this picture and say to myself *light*. It helps me connect the letter combo to the sound it makes, the long /i/ sound.

Read the sentence on the back of the key card aloud. Have the students raise their hands when they hear the long /i/ sound. Point out that each time they hear the long /i/ sound in this sentence it is spelled with the *igh* letter combo.

5. Hold up the key card for the letter *y*.

This is the key card for *y*. The letter *y* in the middle or end of a word often stands for the long /i/ sound. What is this picture? Say it with me. *Cry*.

Read the sentence on the back of the key card aloud. Have the students raise their hands when they hear the long /i/ sound. Point out that each time they hear the long /i/ sound in this sentence it is spelled with the letter *y*.

6. Hold up the key card for the letter combo *uy*.

This is the key card for *uy*. This letter combo stands for the long /i/ sound. What is this picture? Say it with me. *Buy*.

Read the sentence on the back of the key card aloud. Have the students raise their hands when they hear the long /i/ sound. Point out that each time they hear the long /i/ sound in this sentence it is spelled with the letters *uy*.

7. Refer to the words on the board again. Underline the three letter combos that make the same sound.

sky flight guy

Challenge partners to think of a sentence that contains all three words.

.....

Active Instruction

continued

.....▶

Teacher presents letters/sounds using key cards.

Skill Instruction

1. Point out to the students that they already know one sound that the *oo* letter combo stands for.

Write the words *goo* and *boot* on the board. Read the words. Underline the *oo* letter combo in each.

What sound does the letter combo *oo* stand for in these words?

The /oo/ sound.

Tell the students that this letter combo sometimes stands for a different sound. Write the word *look* on the board.

What sound does the letter combo *oo* stand for in this word?

The /oo/ sound as in look or good.

Hold up the key card for the /oo/ sound. Say the pictured word aloud. *Book*. Have the students repeat the word after you say it. *Book*.

What sound do you hear repeated in the words *book*, *hood*, and *foot*?

The /oo/ sound.

Look at the card. What letter combo goes with the /oo/ sound in *book*?

*The letter combo *oo*.*

When you see the *oo* letter combo in a word, how can you figure out which sound it makes?

Try each sound. Listen to which one sounds right or makes sense.

2. Write the following words on the board. Have partners work together to read the words with the *oo* letter combo. Have them blend the letter sounds, trying each combo sound to see which one sounds right.

mood crook food good

Use **Numbered Heads** to share responses.



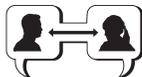
Build Background

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

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

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

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



.....▶

The students practice using clues to predict the topic.

Active Instruction
continued

English Language Learners

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

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

Ask partners to think of synonyms or antonyms for new words.

Pair ELL students with the students who are more familiar with the vocabulary.

Have the students share how to say new vocabulary words in different languages.

Listening Comprehension

1. Read the introduction to chapter 2, “Big Sky Café,” aloud.

Introduction

After their long drive from Ohio, Dwight and his crew were ready for more than good snacks. They wanted a good meal. They headed into town to find a restaurant. Al had heard people say that everything is big in Texas, including the meals. He hoped for a big Texas-style lunch.

As I read, I am going to continue to be on the lookout for words with the letter combos that we’ve just reviewed and for letter combinations that I’ve already learned.

2. Begin reading “Big Sky Café” aloud. Pause when you get to the word *real*. Use a Think Aloud model identifying a familiar letter combo in two words.

Okay, so here is a word I know I can sound out. I see it has the *ea* letter combo in the middle. That stands for the /ea/ sound like in the word *eat*. /r-ea-l; real/. Yes, I figured out that word. The next word has the same *ea* letter combo. I’ll sound it out. /m-ea-l; meal/. That is a word. I’ll read the sentence again: “They wanted a real meal.” That makes sense. When I saw that same letter combo, it was easy to sound out both words.

Continue reading, and pause at the word *right*. Model recognizing a letter combo to clarify the word.

Hmm. This word looks familiar, but I don’t remember how to pronounce it. I see it has a *g* and *h* together. Hey, now I see what is familiar. This word has the *igh* letter combo. It sounds like the long /i/ sound in *light*. I’ll blend the sounds. /r-igh-t; right/. I’ll try that in the sentence: “There is a nice

Teacher models
clarifying strategies.

Active Instruction

continued

place right there on the left....” Yes. I figured out the word by spotting that letter combo.

Continue reading section two, and pause at the word *smelled* to model separating base word and suffix to figure out the word.

Hmm. What is this word? Do I see any familiar word chunks? I do see the *-ed* ending. I’ll cover that up and see if I can say the word. /s-m-e-l-l; smell/. That is a word. Now I’ll put the *-ed* ending back on: *smelled*. I think I figured it out. I’ll try it in the sentence: “It smelled like coffee....” Yes, I think I figured it out. The café smelled like coffee makes sense. I’ll read on.

Continue reading the section.

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

Word List 2 Introduction

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

Word List 2	
Green Words	
try	cook
shook	fry
crisp	target
flight	might
Red Words	
gravy	menu

Stretch and Read

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

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

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

.....

Active Instruction
continued



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

Are there words on the word list that have the long /i/ sound? Which letter combo in each word stands for the long /i/ sound?

Flight, might (igh), fry, *and* try (y).

Are there words on the word list that have the /oo/ sound like in *look*?

Cook *and* shook.

Say-Spell-Say

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

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

As I point to the word, say it, then spell it, then say it again.

Randomly point to words, and have the students read the words as a group. Stretch or say spell say words that the students miss.

.....

Timing Goal: 20 minutes

.....

The students read and clarify unfamiliar words, and retell events.

Teamwork

Partner Reading

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

2. Have the students read:

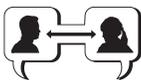
“Big Sky Café” aloud with partners.

3. As partners work together, circulate to prompt and reinforce the students' efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Encourage them to mark words they cannot clarify with a sticky note.
4. When the students are finished reading and clarifying the passage, do a **Think-Pair-Share** exercise:

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

Answers will vary.

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



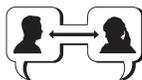
Teamwork

continued

The students practice using context clues.

The students discuss questions about the reading and individually write the answer to a question.

Timing Goal: 10 minutes



Word Work

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

Dwight will try to hit the _____. [*target*]

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

Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write one or two sentences to answer question 1.

Team Talk Questions

1. What was in the big Texas meal at the Big Sky Café? (write) *Beef, cream gravy, and beans were in the big Texas meal.*
2. What did Dwight tell the team about the black ring? *Dwight told them that to win the prize the balloon would have to go by a pole and that he would have to drop the black ring over the top of the pole.*

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

Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.
2. Use **Think-Pair-Share** to ask:

Did we answer Today's Big Question?

Yes, the teams each got a black ring because to win the big cash prize, the balloon pilot had to drop the ring over the top of a tall pole.

What word was the hardest for you to read today?

Answers will vary.

Time for Reflection
continued

The students study their word lists
by visualizing each word.

The students write sentences.

What are two words that you read that have the letter *y* standing for the long /i/ sound?

Try *and* fry.

What are two words that you read that have the *igh* letter combo?

Dwight, right, slight, *and* flight.

Word List Practice

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

For each word on List 2:

- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and picture the word **written on a balloon**.
- Open your eyes, and look at the word again to see if you were right.
- Cover up the word, and write it down.
- Check to see if you spelled the word correctly.

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

Dictation

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

We try to fry the beef.

How high is that pole?

She shook hands with the cook.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

They felt a slight breeze blowing.

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

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*try, fry, beef, high, shook, hands, cook*) while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.
3. Display the transparency of the Team Score Sheet/Learning Guide. Refer the students to the box for Dictation under Day 2. Tell the students that if their partner has written the sentences correctly,

**Time for Reflection**

continued

they can initial in this box next to their partner's name. Circulate and circle 5 points on the Team Score Sheet/Learning Guide for sentences that are written correctly.

4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the space for today's total. Refer to this space on the Team Score Sheet/Learning Guide under Day 2.

Homework

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

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

2. Tell the students that they will also practice reading "Big Sky Café."

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

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

For this activity, your job is to change one letter at a time to make a new word. Be sure you can pronounce the words you make.

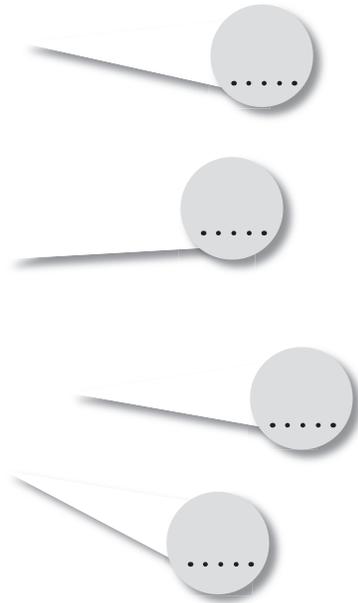
Day 2 | Student Homework

Day 2 Homework

1

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

Word List 1		Word List 2	
Green Words		Green Words	
stood	why	try	cook
my	buy	shook	fry
good	right	crisp	target
sky	light	flight	might
Red Words		Red Words	
balloon		gravy	
music		menu	



2

Practice reading "Big Sky Café." Have someone initial in a box each time you read the passage correctly and smoothly.



3

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

book _____



Unit 12 | Day 3

Listening Comprehension: first two sections of chapter 3

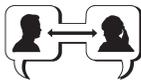
Partner Reading: chapter 3: "Balloon Glow"



Timing Goal: 10 minutes



Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.



The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.

Teacher Background

The night before the race, Dwight's team assembles and inflates their balloon for the balloon glow. This event draws large crowds who come to see the many balloons lit up by their burners and to talk to the balloon crews.

Set the Stage

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

Reading Goal:

Today we will review the *oo* letter combo and letter combos that stand for the long /i/ sound.

Today's Big Question:

What is a balloon glow?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.
3. Have the students turn to their Map It Out sheets and review their goals for this unit. Use **Think-Pair-Share** to ask:

Do you think you are making progress toward your goal?

Looking at the Toll Booth for this unit, are you able to say the sounds for all of the letter combinations? Which ones will you need to work on?

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide.
2. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 3 on the Team Score Sheet/Learning Guide next to their partner's name.



Set the Stage

continued

3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.
4. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all the words, the partners initial the Word List box for Day 3 next to the partner's name. Have partners read the words on Word List 2 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 3 on their Team Score Sheet/Learning Guide. Have partners also check their partner's Quick Erase words.
5. Have partners read the homework passage from the reading to each other.

The goal is to read the words in the passage correctly, smoothly, and with expression. If it is smooth, you are reading it quickly and the words sound connected like speech. If it is expressive, it sounds interesting, shows emotion, and would entertain an audience.

Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 3 on the Team Score Sheet/Learning Guide.

6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide.



Timing Goal: 20 minutes

Active Instruction

Skill Review

Break-It-Down (optional review)

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

skim /s-k-i-m/	blend /b-l-e-n-d/	blaze /b-l-a-ze/
thirst /th-ir-s-t/	coin /c-oi-n/	stew /s-t-ew/

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



The students practice blending letter sounds.

Active Instruction

continued

The students review the *-ild* and *-ind* word chunks and *-le* ending.



Teacher presents letter combinations/sounds using key cards.

Letter/Sound Review

- Review the *-ild* and *-ind* word chunks.

Remind the students that when they are reading and come to a word they do not know, one of the clarifying strategies is to look for word parts that are familiar. Write the following words on the board:

wild kind find

Read the words aloud.

What sound do you hear repeated in these words?

The long /i/ sound.

What familiar word chunks can you spot in these words?

The -ild and -ind word chunks.

Refer partners to the following chart in their student editions. Have partners work together to blend the sounds and pronounce the words on both lists.

ild	ind
mild	wind
child	grind
	mind
	blind

Use **Numbered Heads** to have the students read the words.

- Write the words *people*, *eagle*, and *middle* on the board. Point out that these are red words from previous units. Use **Think-Pair-Share** to ask:

What do these words have in common?

They all end with the letters le.

Draw your finger under each word. Have the students blend the sounds with you to say each word.

Do we pronounce the *e* at the end of these words?

No.

What does that tell you about words that end in *le*?

The e at the end is silent. It is not pronounced.

Skill Instruction

- Remind the students that they have learned two different sounds for the letter combo *oo*. Hold up the *oo* key card (*spoon*).

Sometimes the letter combo *oo* has the /oo/ sound like in the word *spoon*. Say the word with me. *Spoon*.

Hold up the *oo* key card (*book*).

Sometimes the letter combo *oo* has the /oo/ sound like in the word *book*. Say the word with me. *Book*.

Active Instruction
continued



How can you figure out which sound the *oo* letter combo stands for in a word?

Try the /oo/ sound (spoon) and the /oo/ sound (book) and see which one sounds right or makes sense.

2. Write the following sentence on the board.

He took good food to the moon.

Have partners work together to pronounce the words in the sentence.

Work with your partners to read the sentence. Use your key card sheets to help you. Decide which sound the *oo* letter combo stands for in the words. Which sounds right and makes sense?

Use **Numbered Heads** to have some partners read the words.

3. Review the *igh* and *uy* letter combinations. Remind the students that both these combinations stand for the long /i/ sound.

Hold up the key card for the *igh* letter combination.

This key card helps me remember that this letter combo stands for the /igh/ sound. What is this picture? Say it with me. *Light*. Whenever I see the letter combo *igh* in my reading, I think of this picture and say to myself *light*. It helps me connect the letter combo to the sound it makes, the /igh/ sound.

Read the sentence on the back of the key card aloud. Have the students tap when they hear the /igh/ sound. Point out that each time they hear the /igh/ sound in this sentence it is spelled with the *igh* letter combo.

Hold up the key card for the *uy* letter combo.

This key card helps me remember that this letter combo stands for the /uy/ sound too. What is this picture? Say it with me. *Buy*. Whenever I see the letter combo *uy* in my reading, I think of this picture and say to myself *buy*. It helps me connect the letter combo to the sound it makes, the /uy/ sound.

Read the sentence on the back of the key card aloud. Have the students tap when they hear the /uy/ sound. Point out that each time they hear the /uy/ sound in this sentence it is spelled with the *uy* letter combo.

Show You Know It

4. Write the word *light* on the board, and underline *igh*. Draw your finger under the word, and have the students blend the sounds with you. Tell the students that you will use this word chunk to make another word. Replace the letter *l* with *r*. Pronounce the word: *right*.



List the following words on the board. Have partners work together to read the words. Use **Numbered Heads** to have the students read them to the class.

Active Instruction

continued

The students practice using clues to predict the topic.



Partner and class discussions activate background knowledge and establish a purpose for reading.

Teacher models clarifying strategies.

fright sight plight
tight bright blight
challenge words: good night
daylight

Build Background

1. Refer the students to the reading in their student editions, and have them turn to chapter 3. Read the title: “Balloon Glow.”
2. Have partners preview the reading and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity. Use **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make their predictions such as the title or pictures. The students will probably predict that the reading is about putting a hot air balloon together or balloons at night.
3. Use **Numbered Heads** to share the students’ background knowledge and questions concerning the topic such as: *How do they blow up a hot air balloon? How big are they? How many people can ride in a hot air balloon at one time? How high do they go?*

Listening Comprehension

1. Read the introduction to “Balloon Glow” aloud.

Introduction

To make a hot air balloon rise, it is necessary to heat the air inside it. This is done with two gas burners mounted under the open end of the balloon called the *throat*. The hot air inside the balloon is less dense (lighter) so it rises and pushes against the top of the balloon, lifting it up. To make a hot air balloon come down, the pilot turns off the burners and waits for the air inside to cool or pulls a cord to open a vent at the top of the balloon to let the hot air escape. The pilot is not able to steer a hot air balloon. It travels in the direction the wind is blowing. Good pilots use their control of the balloon’s altitude to catch air currents that push the balloon along.

2. Tell the students that you are going to keep in mind the letter combos you have learned to help you figure out words as you read.
3. Begin reading the first section of the chapter, but pause at the second word, *night*. Use a Think Aloud to show how you clarified the word.

Hmm. I don’t know this word. I think I will skip it and read on to see if there are clues in the sentence. “The blank before the race was the balloon glow.” Hmm. I’m still not sure what that word is. Are there any letter combos in it that I recognize? I

• • • • •
Active Instruction
 continued

see the *gh* together. Wait. I see the *igh* letter combo. I know that makes the long /i/ sound like in *light*. I'll try sounding it out. /n-igh-t; night/. "The night before the race was the balloon glow." That makes sense. I tried reading the rest of the sentence for clues, but that didn't help this time. Then I looked for letter combos I knew. That helped me sound it out.

Continue reading, and pause at the word *nylon*. Model clarifying the word.

I don't think I've ever seen this word before. First, I'll look for letter combos in it. Hmm. I don't see any. But I could break off the end chunk. That looks like *-lon*. The first part has the letter *y*. That reminds me of the key card and the picture of *cry*. The *y* stands for the long /i/ sound. I'll try that. /n-y-lon; nylon/. Oh, I know what nylon is. It is a type of fabric. Now I'll try it in the sentence. "This was a nylon bag that they would fill with air." Yes, that makes sense. The hot air balloon is made of nylon. I figured it out by breaking that word *nylon* into chunks.

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

Word List Introduction

Stretch and Read

1. Display List 3. Green words are phonetically regular words that include the letters and sounds that you have presented. Red words are sight words.
2. Introduce the phonetically regular words—the green words—on List 3.

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

Word List 3	
Green Words	
stretched	took
hooked	bright
sight	fly
night	basket
Red Words	
ready	before
funny	

Active Instruction

continued



As you do this exercise, select the words randomly rather than in any particular order. Use **Think-Pair-Share** to ask:

Are there words on the word list that have the oo letter combo?

Took *and* hooked.

What words have the igh letter combo?

Bright, sight, *and* night.

Say-Spell-Say

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

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

After I point to and say the word, we will say it together, spell it together, and then say it again.

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

Teamwork**Partner Reading**

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

2. Have the students read:

“Balloon Glow” aloud with partners.

3. As partners work together, circulate to prompt and reinforce the students' efforts to clarify what they read. Remind them to retell what happened after reading each section aloud.
4. When the students are finished reading and clarifying the passage, do a **Think-Pair-Share** exercise:

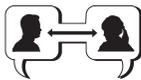
Talk to your partner about a word that you had trouble with (sticky note word). How did you figure it out? Did you use clues in the sentence?

Answers will vary.

Ask several students to share their discussion with the class.

Timing Goal: 20 minutes

The students read, clarify unfamiliar words, and practice retelling events.



Teamwork

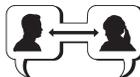
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The students practice composing sentences using new words.

The students discuss questions about the reading and individually write the answer to a question.

Timing Goal: 10 minutes

**Word Work**

- Have partners choose a picture from the story and write a sentence about it using one or more words from the word list. Use **Numbered Heads** to have partners share their sentences.

Team Discussion

- Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 1.

Team Talk Questions

- How does Dwight get air into the balloon? (write)

Dwight blows air into the balloon with a big fan.

- What is a balloon glow?

A balloon glow is an event at night. They blow up the balloons and then light the burners to make a glow.

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

Time for Reflection**Class Discussion**

- When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.
- Use **Think-Pair-Share** to ask:

Did we answer Today's Big Question?

Yes. A balloon glow happens at night before the race. The crews inflate the balloons and light the burners so that all the balloons glow in the dark.

Why do you think crowds of people go to a balloon glow?

People go to see the balloon glow because it is pretty and they can talk to the balloon crews.

What word was the hardest for you to read today?

Answers will vary.

What are two words that you read that have the oo letter combo?

Took, hooked, balloon, and looked.


Time for Reflection

continued


The students study their word lists by visualizing each word.
Word List Practice

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

For each word on List 3:

- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and picture the word **carved in a stone**.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.

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

Dictation

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

She took my place in line.

The flight in the balloon was at night.

Why did he buy the book?

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

They hooked the target on the high tree.

Take it down a notch: Write one of the sentences on the board with a spelling error. Have partners decide which word is spelled incorrectly and correct the error.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*took, my, place, line, flight, balloon, night, why, buy, book*) while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.
3. Refer the students to the box for Dictation under Day 3 on the Team Score Sheet/Learning Guide. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner's name. Circulate and circle 5 points on Team Score Sheet/Learning Guide for sentences written correctly.
4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned


The students write sentences.

• • • • •
Time for Reflection
continued

today can be added up and written in the spaces for today's total. Refer to this space on the Team Score Sheet/Learning Guide under Day 3. Explain that each day teams will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

Homework

1. Refer the students to the homework for Day 3. Explain that they will practice reading the words on Word List 3.

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

2. Tell the students that they will also practice reading "Balloon Glow."

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

3. Go over the homework activity.

Your homework activity tonight is a fill-in-the-blank activity. For this activity, your job is to read each sentence and choose a word from the word list that makes sense in the sentence. Write it in the blank.

Day 3 | Student Homework

Day 3 Homework

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

Word List 1		Word List 2		Word List 3	
Green Words		Green Words		Green Words	
stood	why	try	cook	stretched	took
my	buy	shook	fry	hooked	bright
good	right	crisp	target	sight	fly
sky	light	flight	might	night	basket
Red Words		Red Words		Red Words	
balloon		gravy		ready	before
music		menu		funny	



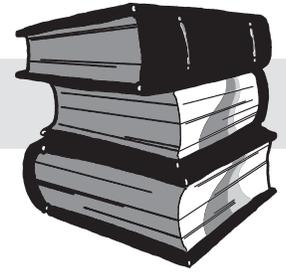
2 Practice reading "Balloon Glow." Have someone initial in a box each time you read the passage correctly and smoothly.



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

1. The dog stretched out on the grass.
2. We saw the stars at night.
3. We will get on a plane and fly to Texas.

Unit 12 | Day 4



Listening Comprehension: first two sections of chapter 4
Partner Reading: chapter 4: “The Race Begins”

Teacher Background

In today’s chapter, Dwight checks wind conditions and then takes his balloon and crew out into the countryside to find the right launch spot. The crew hurries to get the balloon ready for flight. Other balloon crews gather nearby and begin to inflate balloons of various shapes and sizes. Dwight is first to lift off. Al and Brook get in the truck and track the balloon from the ground. They want to be on the spot to help if the balloon has to come down.

Set the Stage

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

Reading Goal:

Today we will review the letter combos that stand for the long /i/ sound.

Today’s Big Question:

Why did Dwight take his crew south?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.
3. Have the students turn to their Map It Out sheets and review their goals for the unit. Use **Think-Pair-Share** to ask:

Do you think you are making progress toward your goal?

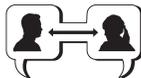
Looking at the Toll Booth for unit 12, which words have the *igh* letter combo? Can you read them? Which words have the *oo* letter combo? Which words will you need to work on?

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide.

Timing Goal: 10 minutes

Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.



The students review their goals.

The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.


Set the Stage

continued

2. Refer to the Homework box under Day 4. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 4 on the Team Score Sheet/Learning Guide next to their partner's name.
3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.
4. Refer to the box for Word List under Day 4 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all the words, the partners will initial the Word List box for Day 4 next to the partner's name. Have partners read the words on Word List 3 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 4 on their Team Score Sheet/Learning Guide. Have partners also check their partner's fill-in-the-blank answers.
5. Have partners read the homework passage from the reading to each other.

The goal is to read the words in the passage correctly, smoothly, and with expression. If it is smooth, you are reading it quickly and the words sound connected like speech. If it is expressive, it sounds interesting, shows emotion, and would entertain an audience.

Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 4 on the Team Score Sheet/Learning Guide.

6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide.


Timing Goal: 20 minutes

Active Instruction

Skill Review

Say-It-Fast (optional review)

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

/sh-ow-ed/ showed

/h-a-pp-y/ happy

/l-igh-t/ light

/c-r-i-s-p/ crisp

/b-r-ee-ze/ breeze

/r-ea-ch-ed/ reached

Active Instruction
continued

The students review words with the /oo/ sound as in *book*.



Break-It-Down (optional review)

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

lift /l-i-f-t/	trade /tr-a-de/
good /g-oo-d/	grass /g-r-a-ss/
open /o-p-e-n/	ground /g-r-ou-n-d/

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

Letter/Sound Review

3. Review the /oo/ sound.

Show the key card for the *oo* (*book*) letter combination.

Have the students say the pictured word: *book*. Write the word *book* on the board, and underline the *oo* letter combination. Remind the students that one of the sounds the letter combo *oo* stands for is the /oo/ sound as in the word *book*. Have the students indicate whether they recognize the /oo/ sound in spoken words.

Give me a thumbs up if you hear the /oo/ sound in the following words.

cook [thumbs up]	look [thumbs up]	hand [thumbs down]
back [thumbs down]	wood [thumbs up]	meat [thumbs down]
brook [thumbs up]	hoof [thumbs up]	hood [thumbs up]

Show You Know It

4. Have the students think about words they know or have just heard that have the /oo/ sound.

Tell your partner at least two words that have the /oo/ sound like in *book*. Then tell your partner how the word is spelled.

Use **Numbered Heads** to have some partners share their words with the class. Write them on the board.

Active Instruction

continued



Partner and class discussions activate background knowledge and establish a purpose for reading.

Teacher models clarifying strategies.

Build Background

1. Refer the students to the reading, and have them turn to chapter 4. Read the title: “The Race Begins.” Have the students work with their partners to predict what the chapter is about.
2. Use **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make predictions.

Listening Comprehension

1. Read the introduction to chapter 4, “The Race Begins,” aloud.

Introduction

After the balloon glow, Dwight opened the vent on the top of the bag to release the hot air. Al and Brook squeezed all the air out of it, rolled the bag back up, and packed everything in the truck. The balloon race was scheduled to begin at 6:30 the next morning. Hot air balloon races begin early in the morning when the winds tend to be calm.

2. Tell the students that if you come to a word you don’t know, you are going to break it into chunks, look for familiar letter combos, and blend the sounds to figure out the word.
3. Read the first section of “The Race Begins” aloud. Pause at the word *breeze* to model clarifying.

Hmm. I don’t think I know this word. Are there any familiar letter combos in it? I see *ee* in the middle. I’ll check that on my key card sheet. (Refer to the key card sheet.) The *ee* letter combo has a picture of feet. So *ee* stands for the /ee/ sound in *feet*. I’ll try sounding it out. /b-r-ee-ze; breeze/. Okay. That is a word. I’ll try it in the sentence to see if it makes sense.

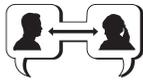
Continue reading and pause at the word *south* to model clarifying.

Hmm. What familiar parts do I see in this word? I see *th* together at the end of this word. Together they make the /th/ sound. I also see the *ou* letter combo in the middle. I’ll check that on my key card sheet. (Refer to the key card sheet.) There is a picture of a mouse. Now I remember. This letter combo stands for the /ou/ sound like in mouse. So I’ll try sounding it out. /s-ou-th; south/. That makes sense. “They drove south.” I figured out that word by looking for letter combos, checking my key card sheet, and then blending the letter sounds.

4. Read the two sections again to model fluency and so the students can focus on comprehension.

.....▶
Timing Goal: 20 minutes

.....▶
The students read, clarify unfamiliar words, and practice reading fluently.



.....▶
The students manipulate letters to make new words and practice blending sounds to say them.

Teamwork

Partner Reading

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

2. Have the students read:

“The Race Begins” aloud with partners.

3. As partners work together, circulate to prompt and reinforce the students' efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Also remind them to retell what happened after reading each section aloud.
4. When the students are finished reading and clarifying the passage, use **Think-Pair-Share** to ask:

What words did you have trouble with (sticky note words)? How did you figure each word out? Did you look for familiar chunks like a letter combo? Did you check your key card sheet? Did you use clues in the sentence? Talk to your partner about what clues you used to figure out the word.

Answers will vary.

Ask several students to share their discussion with the class.

5. When the students are finished reading the passage, Use **Think-Pair-Share** to ask:

Does reading the text several times help you read it more smoothly?

Does it help you understand the text in a different way?

Answers will vary.

Ask several students to share their discussion with the class.

Word Work

6. Review the rules for Quick Erase. Tell the students that they will practice making new words by using Quick Erase. Remind them that they should be able to pronounce the new words they make.
7. Have partners play Quick Erase using the word *foot*.

Teamwork

continued

The students discuss questions about the reading and individually write the answer to a question.

Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 2.

Team Talk Questions

1. Why did Dwight drive south with his crew?
Dwight drove south because the wind was blowing north. He wanted the wind to blow the balloon north to the target.
2. Was the eagle balloon the first to lift off? (write)
No, the eagle balloon was not the first. Dwight was the first to lift off.

2. Have partners check each other’s sentences to make sure that the sentence starts with a capital letter and ends with a period.
3. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions and offer hints and suggestions.

Take it down a notch: Have the students answer the Team Talk questions verbally.

Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 2. Elicit answers to question 1, and ask if anyone answered differently.

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

Did we answer Today’s Big Question?

Yes. Dwight needed the wind to blow the balloon toward the target. The wind was blowing north, so Dwight chose a launch spot to the south.

Did stopping to retell the story help you understand it better?

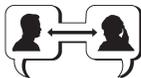
Answers will vary.

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

Did looking for familiar word chunks today help you sound out words?

Answers will vary.

Timing Goal: 10 minutes



Time for Reflection
continued

The students study their words lists by visualizing each word.

The students write sentences.

Did you refer to your key card sheet today? Did it help you figure out words?

Answers will vary.

Word List Practice

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

For each red word on Lists 1,2, and 3:

- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and picture the word **written in blue glitter**.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.

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

Dictation

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

Dwight stood in the basket of the balloon.

I shook the dirt from the mop.

Try to fly close to the target.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

The sight of the balloons made them smile.

Take it down a notch: Write one of the sentences on the board with a spelling error, and have the partners discuss what they should change to make the sentence correct.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*stood, basket, balloon, shook, dirt, try, fly, close, target*) while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.

.....

Time for Reflection

continued

3. Refer the students to the box for Dictation under Day 4. Tell the students that if their partner has written the sentences correctly, they can initial in this box next to their partner's name. Circulate and circle 5 points on Team Score Sheet/Learning Guide for sentences written correctly.
4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today's total. Refer to the spaces on the Team Score Sheet/Learning Guide under Day 4. Explain that each day team members will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

Homework

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

Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the words on lists 1, 2, and 3 correctly, have the listener initial a circle.
2. Tell the students that they will also practice reading "The Race Begins."

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

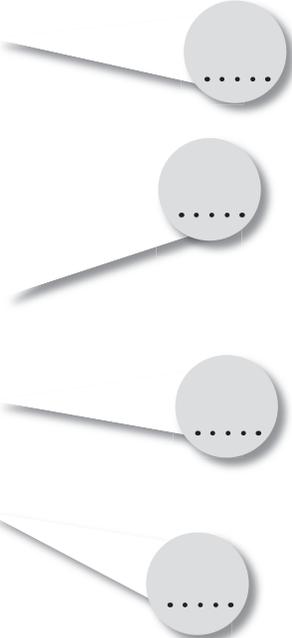
For this activity, your job is to choose a picture from the story and write a sentence about it using one or more words from the word lists. Write the sentence in the blank.

Day 4 | Student Homework

Day 4 Homework

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

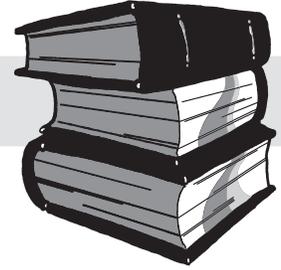
Word List 1		Word List 2		Word List 3	
Green Words		Green Words		Green Words	
stood	why	try	cook	stretched	took
my	buy	shook	fry	hooked	bright
good	right	crisp	target	sight	fly
sky	light	flight	might	night	basket
Red Words		Red Words		Red Words	
balloon		gravy		ready	before
music		menu		funny	



2 Practice reading "The Race Begins." Have someone initial in a box each time you read the passage correctly and smoothly.



3 Choose a picture from the reading. Write a sentence about the picture using one or more of the words from your word lists.



Unit 12 | Day 5

Listening Comprehension: first two sections of chapter 5

Partner Reading: chapter 5: "The Black Ring"

Teacher Background

Although Dwight has a head start, there are many balloons lifting off close behind him. Some of the balloons have a traditional balloon shape, but others look like birds, cartoon characters, and even a lighthouse. With so many balloons lifting off, Al and Brook have to stay alert and keep their balloon in sight. Dwight approaches the target, a bright yellow pole, and begins his descent by releasing hot air through the vent at the top of his balloon. He gets his black ring ready.

Set the Stage

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

Reading Goal:

Today we will review the letter combos that stand for the long /i/ sound.

Today's Big Question

Why did Dwight wait to pull the vent cord?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.
3. Have the students turn to their Map It Out sheets and review their goals for the unit. Use **Think-Pair-Share** to ask:

Do you think you are making progress toward your goal?

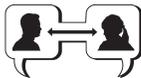
Looking at the Toll Booth for unit 12, are there any letter combinations that you do not know? Which ones will you need to work on?



Timing Goal: 10 minutes



Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.



The students review their goals.

**Set the Stage**

continued



The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide.
2. Refer to the Homework box under Day 5. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 5 on the Team Score Sheet/Learning Guide next to their partner's name.
3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will check off these boxes.
4. Refer to the box for Word List under Day 5 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word lists they practiced for homework. When the students successfully read all the words, the partners will initial the Word List box for Day 5 next to the partner's name. Have partners read the word lists to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 5 on their Team Score Sheet/Learning Guide. Have partners also check their partner's sentences.
5. Have partners read the homework passage from the reading to each other. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 5 on the Team Score Sheet/Learning Guide.
6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide. At the end of the unit, they will add up their daily points to get their unit scores. Remind the students that explaining their ideas to one another will improve their total scores and earn them a spot as a good, great, or super team.
7. The students who complete their work early can practice the word lists. Remind them that they must be able to read and spell the words for the cycle test.

Timing Goal: 20 minutes

Active Instruction

Skill Review

Say-It-Fast (optional review)

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

/f-ea-s-t/	feast	/s-l-i-de/	slide
/g-o-ing/	going	/m-o-s-t/	most
/b-r-ow-n/	brown	/r-oo-t/	root

Break-It-Down (optional review)

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

noise /n-oi-se/	slow /s-l-ow/
wait /w-ai-t/	stripe /s-t-r-i-pe/
toad /t-oa-d/	tooth /t-oo-th/

Letter/Sound Review

- Review the *oi* and *oy* letter combinations.

Show the key card for the /oi/ sound.

What is this picture? Say it with me. *Point*. Remember that the letters *oi* stand for the /oi/ sound. Say it with me. /oi/. *Point*.

Read the sentence on the back of the card. Have the students snap when they hear the /oi/ sound repeated. Tell them that each time they hear the /oi/ sound in this sentence, it is spelled with the *oi* letter combo.

Write the word *point* on the board, and underline the *oi* letter combo. Point out that in this word the *oi* letter combo stands for the /oi/ sound.

Show the key card for the /oy/ sound.

What is this picture? Say it with me. *Toy*. Remember that the letters *oy* together also stand for the /oy/ sound. Say it with me. /oy/. *Toy*.

Read the sentence on the back of the card. Have the students snap when they hear the /oy/ sound repeated. Tell them that each time they hear the /oy/ sound in this sentence, it is spelled with the *oy* letter combo.

The students review words with *oi* and *oy* letter combinations.

Active Instruction
continued



Write the word *toy* on the board, and underline the *oy* letter combo. Point out that in this word the *oy* letter combo stands for the /oy/ sound.

Show You Know It

- Write the following words on the board. Have partners work together to pronounce the following words that contain the *oi* or *oy* letter combo:

avoid joint destroy broil

Use **Numbered Heads** to share responses.

Build Background

- Refer the students to the reading, and have them turn to chapter 5. Read the title: “The Black Ring.” Have the students work with their partners to predict what the chapter is about.
- Use **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make predictions. Ask the students if they think Dwight’s team will win the race. Why or why not? Are there any clues in the title or pictures that might hint at the outcome of the race?

Listening Comprehension

- Read the introduction to chapter 5, “The Black Ring,” aloud.

Introduction

Dwight’s balloon had a good head start. But being first to lift off would be no use if he missed the target. The balloon was at the mercy of air currents. He worried that any change in the direction of the wind could carry him off course. Dwight had only one chance to win. If he was lucky enough to come in over the target, he could carefully control the vent and drop the balloon right next to the pole—close enough to put the black ring over it.

- Tell the students that you are going to read aloud, and when you come to words you don’t know, you will look for familiar letter combos and blend sounds to pronounce the words.
- Read the first section of “The Black Ring” aloud. Pause at the word *rose*, and model identifying the silent *e* that helps you pronounce the long vowel sound of *o* as in /r-o-se/. At the end of the section, point out that the words *shapes* and *sizes* also have a silent *e* that makes the vowel say its name: /sh-a-pe-s/ and /s-i-ze-s/.

Continue reading the second section. Pause at the word *pointed* to model clarifying.

Partner and class discussions activate background knowledge and establish a purpose for reading.

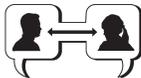
Teacher models clarifying strategies.

Active Instruction

continued

Timing Goal: 20 minutes

The students read, clarify unfamiliar words, and practice reading fluently.



Hmm. I see that this word has the *-ed* ending. I'll cover that up and see if there are any familiar letter combos in the rest of it. Wait. I see the *oi* letter combo we reviewed today. What was that key card picture? *Point*. So the *oi* letter combo stands for the /oi/ sound. I'll try sounding it out. /p-oi-n-t; point/. Hey, that is the same as the key card. Now I'll add the *-ed* ending: *pointed*. "They pointed at the balloons with funny shapes." That makes sense. Spotting the *oi* letter combo and the *-ed* ending helped me figure out that word.

4. Reread the first two sections to model fluency and so the students can focus on comprehension.

Teamwork

Partner Reading

1. Explain to the students that reading involves more than simply being able to recognize different words. It is also important to be able to read automatically and smoothly. When they reach a point where they can read something automatically and with expression (or fluently), it will be easier to think about the meaning of what they read.
2. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don't know: sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.
3. Have the students read:

"The Black Ring" aloud with partners.

4. As partners work together, circulate to prompt and reinforce the students' efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Also remind them to retell what happened after reading each section aloud.
5. When the students are finished reading and clarifying the passage, use **Think-Pair-Share** to ask:

What words did you have trouble with (sticky note words)? How did you figure them out? Talk to your partner about what clues you used to figure out the words.

Answers will vary.

Ask several students to share their discussion with the class.

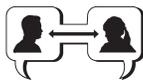
Teamwork

continued

The students practice using context clues.

The students discuss questions about the reading and individually write the answer to a question.

Timing Goal: 10 minutes



Word Work

- Have the students turn to the Word Work activity for Day 5. Tell the students how to complete the activity. They will read the sentence and write the word from Word List 3 that makes the most sense in the sentence.

Dwight got _____ to put the black ring on the pole. *[ready]*

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

Team Discussion

- Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 2.

Team Talk Questions

- Why did Dwight wait to pull the vent cord?

He wanted to make the balloon come down at just the right time so it would be near the pole.

- Look at the photos of the balloons in the race. Which balloon do you like best? (write)

Answers will vary. For example, I liked the owl balloon best.

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

Time for Reflection

Class Discussion

- When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 2. Elicit answers to question 1, and ask if anyone answered differently.
- Use **Think-Pair-Share** to ask:

Do you think you would like to take a ride in a hot air balloon? Why or why not?

Answers will vary.

Would you want to be part of a balloon team?

Answers will vary.

.....
Time for Reflection
 continued

.....▶
 The students study their word lists
 by visualizing each word.

Are you spotting familiar letter combos more quickly than you used to?

Answers will vary.

Are you finding that you don't have to check the key card sheet as often as you used to?

Answers will vary.

Word List Practice

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

For each word that you are still not sure how to spell:

- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and picture the word **written in ketchup**.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.

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

Review any words on the lists that are still difficult for your students. Point to the words randomly, and have the students read them and spell them chorally.

Dictation

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

It was a good flight.

He did not buy the toys.

Look at the bright sky.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

The sky is light all day in summer.

2. When the students have finished writing, have them exchange their student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*good, flight, buy, toys, look, bright, sky*) while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.

.....▶
 The students write sentences.

Time for Reflection
continued

3. Refer the students to the box for Dictation under Day 5 on the Team Score Sheet/Learning Guide. Tell the students that if their partner has written the sentences correctly, they can initial in this box next to their partner's name. Circulate and circle 5 points on Team Score Sheet/Learning Guide for sentences written correctly.
4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today's total. Refer to the spaces on the Team Score Sheet/Learning Guide under Day 5. Explain that each day team members will add up their points. At the end of the unit, some teams will be good teams, some will be great teams, and some will be super teams.

Homework

1. Refer the students to the homework for Day 5. Explain that they will practice spelling the words on all three word lists.

Read the words at home tonight and practice spelling them all correctly. Have someone listen to you spell. Each time you spell the words on the lists correctly, have the listener initial a circle.
2. Remind the students that they will have a cycle test tomorrow. Tonight they will practice reading chapter 5 of the student reading correctly and smoothly.

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

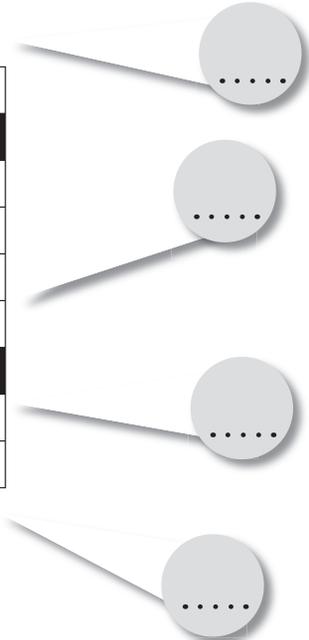
Your sentence activity tonight is to choose one picture from your reading, and write a sentence about it. Use at least two words from your word lists.

Day 5 | Student Homework

Day 5 Homework

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

Word List 1		Word List 2		Word List 3	
Green Words		Green Words		Green Words	
stood	why	try	cook	stretched	took
my	buy	shook	fry	hooked	bright
good	right	crisp	target	sight	fly
sky	light	flight	might	night	basket
Red Words		Red Words		Red Words	
balloon		gravy		ready	before
music		menu		funny	

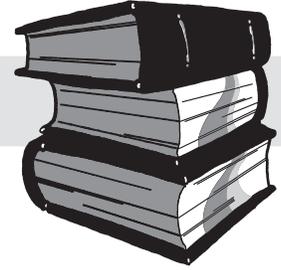


2 Practice reading "The Black Ring." Have someone initial in a box each time you read the passage correctly and smoothly.



3 Choose a picture from the reading. Write a sentence about the picture using at least two words from your word lists.

Unit 12 | Day 6



Timing Goal: 10 minutes

Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.

The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.

Set the Stage

1. Post and present today's goals.

Goals:

1. We will take the cycle test.
2. We will celebrate our accomplishments.

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide. Display the transparency of the Team Score Sheet/Learning Guide.
2. Refer to the Homework box under Day 6. Tell the students that if their partners have their homework today, they will initial this Homework box under Day 6 on the Team Score Sheet/Learning Guide next to the partner's name.
3. Refer to the box for Word List under Day 6 on the Team Score Sheet/Learning Guide. Tell the students that they will choose four words from the word lists and have their partners spell them. When the students successfully spell the words, the partners will initial the Word List box for Day 6 next to the partner's name. Circulate and listen to partner pairs as they spell words on the word list. For the students who have their homework and can successfully spell the four chosen words, circle 5 points in the Teacher column next to Homework and Word List for Day 6 on their Team Score Sheet/Learning Guides. Have partners also check their partner's Quick Erase words.

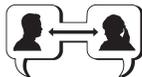
Set the Stage

continued

Timing Goal: 5 minutes

Timing Goal: 30 minutes

Timing Goal: 15 minutes



4. Have partners read the homework passage from the reading to each other. Indicate on the transparency the Passage box that the students will initial if their partners can read the passage smoothly with no mistakes. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 6 on the Team Score Sheet/Learning Guide.
5. The students who complete their work early can practice the word lists. Remind them that they must be able to read and spell the words for the cycle test.

Active Instruction

Prepare the Students for the Test

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

Cycle Test

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

Time for Reflection

Class Discussion

1. Use **Think-Pair-Share** to ask questions that will help the students think about their own thinking such as:

Do you think practicing the passages from *Texas Balloon Race* helped you read the test passage today? How?

Time for Reflection
continued

**Is figuring out the letter sounds getting easier for you?
Are you beginning to recognize letter combinations
right away?**

2. Remind the students to record the team cooperation points they have received today. Remind them that all the points team members earned today can be added up and written in the space for today's total. Refer to this space on the team score sheet under Day 6. Explain that during the next class they will add up their points and determine their team's score. Will their team be a good team, great team, or super team?

.....▶
30 points

Cycle Test

Spelling Test (3 points each)

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

- | | | |
|----------|-----------|----------|
| 1. good | 5. fly | 8. night |
| 2. try | 6. target | 9. buy |
| 3. right | 7. why | 10. took |
| 4. shook | | |

.....▶
30 points

Dictation (15 points each)

We looked at the night sky.

The good guy stood up.

Test Passage

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

A Good Try

Al and Brook were in the truck.

They were keeping the balloon in sight.

“Look,” said Al. “Dwight is first to the target.

He might hook the ring on the pole!”

Dwight held the black ring in his hand.

The balloon was right over the pole.

He leaned out of the basket.

Just then, a slight breeze blew the balloon.

It moved to the right.

“Blast!” said Dwight.

He threw the ring at the pole.

Al and Brook watched from the ground.

“Did he make it?” asked Al. “Did the ring go on the pole?”

“It was close,” said Brook. “But I saw it fall. He missed it.”

“I think I am going to cry,” said Al.

They drove the truck to the balloon.

Dwight threw down two ropes.

Al and Brook grabbed the ropes.

They pulled the balloon down to the ground.

Cycle Test
continued

Short answer scoring rubric
(20 points):

- short answer = 10 points
- complete sentence(s) = 4 points
- correct capitalization and punctuation = 4 points
- correct spelling throughout = 2 points

20 points

Total: 100 points

Al shook Dwight's hand.

"It was a good try, Dwight," he said.

"You are not a guy to give up," said Brook.

"We will be back next year."

Dwight smiled. "You are right.

For now, let's pack up this balloon and get a big Texas meal."

Dwight, Brook, and Al packed up the balloon.

Then they went to the Big Sky Café.

"This meal is on me," said Dwight.

"Good," said Al.

"I am going to eat lots of crisp beef with cream gravy!"

Short Answer (20 points)

Answer the question below using one or two sentences.

Did Dwight's crew win the \$30,000?

Dwight did not get the ring on the pole. His crew did not win.

Word List (20 points)

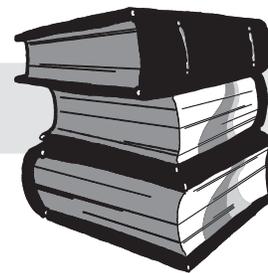
Put the best word in each blank.

1. She will fly the plane across the sea.
2. The night sky was full of stars.
3. I like to shop and buy things.
4. He took the box from the shelf.
5. Sam hung the shirt on a hook.

Word Bank

night	hook	fly
took	buy	

Unit 12 | Toll Booth Day



Teacher Background

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

Time for Reflection is an opportunity to recognize the students' success and to help them set goals. The students add up their daily points on their Team Score sheets and celebrate good, great, and super teams. The students also use the Toll Booth Check and their scores on the Team Score Sheet/Learning Guide to set goals. For example, a student who was unable to identify the letters/sounds /igh/ or /y/ writes the letters in the space on the Toll Booth: "I need to work on _____." A student who notes that reading the passage additional times could improve both the individual and team's score will set that as a goal on his or her map.

.....▶
Timing Goal: 2 minutes

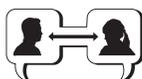
Set the Stage

1. Post and present today's goal.

Goal:

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

.....▶
Timing Goal: 20 minutes



Active Instruction

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

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

What have you been doing to earn points?

Active Instruction

continued

If your students need additional assistance filling out the Team Score Sheet/Learning Guide, you may choose to model it using the transparency.

The students review the cycle test.

Accept reasonable responses. For example, we earned points by doing the homework, practicing the word lists, reading a passage, writing sentences, practicing active listening, and explaining our ideas and telling why.

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

Answers may vary.

2. Have the students get out their Team Score Sheets/Learning Guides. Show the students how to add the total points they earned each day to get a unit score. There will be a unit score for each student. Allow a minute for the students to add up their daily totals. Show the students where to record their unit scores. Explain that at the end of the lesson, each team will add up the unit scores to find out how their team did.
3. Explain to the students that today they will be going over the cycle test. Distribute the scored cycle tests from *Texas Balloon Race*. Have the students work with their partners to review the answers. Allow the students the opportunity to ask questions of the class to clarify any outstanding questions.
4. Remind the students that today each one of them will have a Toll Booth Check, a chance to show they know the letter sounds they have been practicing before they move on to the next unit.
5. Have the students get out their Map It Out sheets, and display the transparency of the map. Remind them that this map shows their step-by-step reading progress. They will be moving quickly from one unit to the next, stopping along the way to do Toll Booth Checks and show they know it. Remind the students that at the end of the map they will move out of Level 1.
6. Refer them to the fifth Toll Booth on their maps, unit 12. Point out the question at the top: “How did I do?” Point out that the students now have a unit score and a cycle test score to help them answer the question, “How did I do?” Tell them to write these two scores they earned for unit 12 on their maps.



Timing Goal: 25 minutes



The students show they know the letter sounds.



The students take a pretest for the next unit.



Timing Goal: 13 minutes

Toll Booth Check

1. Point out to the students that on their maps, the unit 12 Toll Booth includes a list of the letter combinations they have been practicing. There is also a list of words they will need to read to pass through this Toll Booth. Have partners review the list of letter combinations to be sure they know the sounds they stand for. Then have them read the list of words to each other in preparation for passing their Toll Booth Check.
2. While the partners practice, move from one partnership to the next to do a Toll Booth Check. Ask each student to tell you what sound the letter combo makes as you point to letters on the list. Point to the letters randomly so you will be sure that the student knows the letter sound. Ask each student to read words on the list as you randomly point to them. Have the students check off the letter sounds and words they read correctly. Then have the student read one of the following sentences. If he or she reads the sentences correctly, the student checks off the space next to “I read the sentence” on the maps.

That guy stepped right on my foot.

The wood might be dry.

Why is this hood so tight?

3. When the students pass the Toll Booth Check, have them color in the box Toll Booth 12 to show they have moved on. Challenge these students to try the letters/sounds and words for unit 13 Toll Booth Check. If a majority of the students are able to pass the Toll Booth Check for unit 13, consider moving the class on to unit 14.
4. For the students who are unable to identify all the letter sounds, have the student write the unchecked letters in the space: “I need to work on _____.” Tell these students that they can practice these letter sounds and take the Toll Booth Check again in the coming week.

Time for Reflection

1. When all the students have had the Toll Booth Check, celebrate their successes, and help them set goals for the next unit. Point out that they have “left the garage and are on the road.” On the Map It Out transparency, point out the space “I need to work on _____.”

Remember that when we travel we set goals. We decide where we want to go and when we want to get there. You are setting goals for yourself too. You are deciding what you need to work on to get you where you want to go. Some of you may need to work on certain letter sounds, some of you may need to work on bringing in your homework or work

.....

Time for Reflection

continued



on dictation. Your Team Score Sheet/Learning Guide and your map will help you set your goals.

Have the students look at their maps.

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

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

Where did you miss getting points on your Team Score Sheet/Learning Guide this week?

What can you do about it?

What goal will you set for yourself for next week?

How can your partner/team support you as you work toward that goal?

2. Guide the students in setting the team cooperation goal for the next unit. Display the following list of team cooperation goals, and read them aloud.

Team Cooperation Goals

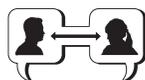
Use active listening.

Complete tasks.

Everyone participates.

Explain ideas and tell why.

Help and encourage others.



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

Which team cooperation goal do you think the teams should focus on in the next unit?

3. Tell the students that it is time to add up their team scores. Have teams work together to add each team member's unit score to get the team score. Assist teams in determining whether they are a good, great, or super team.
4. Hold a brief ceremony where you award Good, Great, and Super Team certificates and acknowledge teams for their hard work and team cooperation.

.....▶

The students tally their team scores and celebrate good, great, and super teams.

Surfing in South Africa

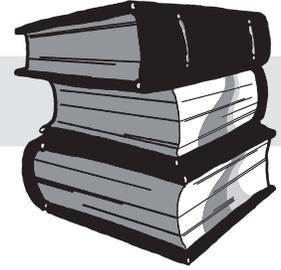
Surfing in South Africa

Summary

Phil and Gage have a passion for surfing. They travel to Cape Town, South Africa, a place known for its huge waves and great surfing beaches. They stay there with Phil's Uncle Walter who has a lodge near the beach. Uncle Walter also takes the two surfers sightseeing to Table Mountain and to the nature preserve at the Cape of Good Hope, where the Atlantic Ocean meets the Indian Ocean.

Reading Goal

This unit reviews the principle that letters represent sounds and can be blended together to make words. The students will practice blending letter sounds to pronounce words. They will review the sounds represented by letter combinations **ge**, **dge**, and **nge** and digraphs **ph** and **wh**.



Unit 13 | Day 1

Listening Comprehension: first two sections of chapter 1

Partner Reading: chapter 1: “To Cape Town”

Preparation: Materials

- Word lists on chart paper or transparency
- Team Score Sheet/Learning Guide transparency
- Key cards: hard *g* (*gate*), soft *g* (*gem*), *ge*, *nge*, *dge*, *ph*, *wh* and *o_e*, *ow*, and *oa*.

For each student

- Student edition
- Several sticky notes
- Map It Out sheet
- Notebook paper

For each team

- Team Folder
- Team Score Sheet/Learning Guide
- Key card sheet

Timing Goal: 5 minutes

Map It Out: As the students learn new letter sounds and decoding skills, they move from one location to the next and see their progress on this map. Map It Out helps the students to see what is ahead and set goals for themselves based on this information.

Teacher Background

On Day 1, Phil and Gage talk about their ambitions to surf really large “epic” waves in South Africa. Phil reveals that his Uncle Walter lives in Cape Town. To finance their trip to visit Uncle Walter, Gage decides to sell his old classic surf board. Phil tells Gage about the annual migration that brings many whales to the coast near Cape Town.

Set the Stage

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

Reading Goal:

Today we will learn some letter combinations that contain the soft /g/ sound.

Today’s Big Question:

Why do whales come to Cape Town?

2. Have the students turn to their Map It Out sheets to review their goals for this unit. Remind the students that this sheet is a plan that tells every step of a trip and that they have been using Map It Out to set their goals and track their progress as readers.
3. Distribute a Team Score Sheet/Learning Guide to each team. Specify the team cooperation goal. Remind the students of the team cooperation goal set in the previous Toll Booth day that they will be focusing on in this unit.

Remember that during the last Toll Booth day we set a team cooperation goal. In this unit, I will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal. Remember that partners help each other work toward their goals.

Set the Stage

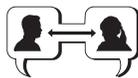
continued

Throughout the lesson, award points to partners/teams when they show behavior that supports the team cooperation goal.

Timing Goal: 20 minutes

The students practice blending sounds to say words.

The students review words with the letter y and the oo letter combination.



Give examples of what partners working toward the specific goal would be doing. For example, teams working on the goal of explaining their ideas would be asking their partners to explain how they clarified a word.

- Remind the students that they will use the Team Score Sheet/Learning Guide to help them keep track of what they will practice each day and to earn points for good work. Have the students in each team write their names on the Team Score Sheet/Learning Guide.

Active Instruction

Skill Review

Say-It-Fast (optional review)

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

/s-m-all/ small	/m-or-n-ing/ morning
/l-u-ck-y/ lucky	/th-r-oa-t/ throat
/b-r-ee-ze/ breeze	/b-a-s-k-e-t/ basket

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

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

Letter/Sound Review

- Have the students write the following words as you dictate:

book hood foot hook

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

- Point out to the students that all these words share a sound. Use **Think-Pair-Share** to ask:

What sound do all these words share?

The /oo/ sound.

What letter combination in the words you wrote stands for this /oo/ sound?

The oo letter combo.

.....

Active Instruction

continued



.....▶

Teacher presents letters/sounds using key cards.

4. Write the words *try* and *buy* on the board. Read the words aloud, and remind the students that the letter *y* and the *uy* letter combo stand for the long /i/ sound. Refer the students to the list of words in their student editions. Challenge partners to work together to pronounce the words. Use **Numbered Heads** to share responses.

fry dry fly pry shy guy

Take it up a notch: Have the students use two or more of the words in a sentence.

Skill Instruction

1. Remind the students that they learned that the letter *g* can stand for two different sounds, a hard sound and a soft sound.

Hold up the key card for the hard /g/ sound. Say the pictured word aloud. *Gate*. Have the students repeat the word after you say it. *Gate*.

When I say the word *gate*, I hear the /g/ sound at the beginning. The /g/ sound is the hard sound for the letter *g*.

Hold up the key card for the soft /g/ sound. Say the pictured word aloud. *Gem*. Have the students repeat the word after you say it. *Gem*.

When I say the word *gem*, I hear the /j/ sound at the beginning. The /j/ sound is the soft sound for the letter *g*.

Write the following words on the board, and underline the letter *g* in each one. Emphasize the /j/ sound in each word as you read it.

germs gel gentle

Point out that when sounding out words, a good strategy is to try both the /g/ sound and the /j/ sound for *g* to find out which one sounds right or makes sense. Point out that a soft *g* can be at the beginning of a word as in *germs*, *gel*, and *gentle*, or it can come at the end.

2. Present the *-ge* ending.

Hold up the key card for *ge*. Say the pictured word aloud. *Cage*. Have the students repeat the word after you say it. *Cage*.

What sound do you hear at the end of the word *cage*?

The /j/ sound.

Look at the card. What letters stand for this sound? *The letters ge.*

Tell the students that when they are sounding out a word, a big clue that *g* is a soft *g* is the silent *e* that follows it. Write the following words on the board. Have partners work together to read the words.

cage large stage urge

Use **Numbered Heads** to share responses.

Point out that in each word, the *g* is followed by a silent *e*. The letters *ge* stand for the /j/ sound.

3. Present the *-dge* ending.

Hold up the key card for *dge*. Say the pictured word aloud. *Bridge*. Have the students repeat the word after you say it. *Bridge*.



Active Instruction
continued

What sound do you hear at the end of the words *bridge*, *fudge*, and *badge*?

The /dj/ sound.

Look at the card. What letters stand for this sound?

The letters dge.

Show the students the key card as you trace the shapes of the letters. Have the students practice writing the letters *dge* in the palms of their hands. Remind them that the three letters work together to make the /dj/ sound.

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

There was a wedge of fudge near the edge of the hedge.

Have the students repeat the sentence. Read the sentence again. Have the students tap whenever they hear the /dj/ sound.

4. Present the *-nge* ending.

Hold up the key card for *nge*. Say the pictured word aloud. *Orange*.

Have the students repeat the word after you say it. *Orange*.

What sound do you hear repeated in *orange*, *hinge*, and *change*?

The /nj/ sound.

Look at the card. What three letters go with the /nj/ sound in *orange*?

The letters nge.

These letters together stand for the /nj/ sound. I see the letter *e* in this combo, but the *e* is silent. To help me remember the sound this combo stands for, I'm going to think of the letters on this key card and connect them with this picture in my mind. When I see the letters *nge* together in my reading, I will think of this picture of orange, and I will know that the combo *nge* stands for the /nj/ sound like in *orange*.

Show the students the key card as you trace the shapes of the letters. Have the students practice writing the letters *nge* in the palms of their hands.

Read the following words, and have the students give a thumbs up if they hear the /nj/ sound in the word and a thumbs down if they do not.

hinge <i>[thumbs up]</i>	fringe <i>[thumbs up]</i>
change <i>[thumbs up]</i>	verge <i>[thumbs down]</i>
ace <i>[thumbs down]</i>	range <i>[thumbs up]</i>

Active Instruction

continued



The students practice using clues to predict the topic.



Partner and class discussions activate background knowledge and establish a purpose for reading.



Teacher models clarifying strategies.

Remind the students that silent *e* after the letter is the clue that the *g* stands for the /j/ sound.

Build Background

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

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

You can look at the title and pictures on the cover and inside the book.

2. Have partners preview the reading and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity. Use a random selection system like **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make their predictions.
3. Tell the students that you will read the introduction to this book. Read the following introductory text aloud.

Introduction

Gage and Phil are going to the beautiful coastal city of Cape Town. It is located at the southern tip of Africa where the Atlantic Ocean meets the Indian Ocean. The beaches near Cape Town have incredible waves that attract surfers from all over the world. Gage and Phil are going to Africa to ride the waves.

4. Refer the students to the predictions they made about the topic of the book. Point out that from the introduction it sounds like they will be reading about two surfers who are going to a city in South Africa to surf. Use **Think-Pair-Share** to ask:

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

Accept reasonable responses. For example, I would like to know what South Africa or Cape Town is like. I would like to find out how to surf.

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

Listening Comprehension

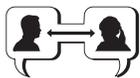
1. Tell the students that you are going to begin reading "To Cape Town" aloud.

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

.....

Active Instruction

continued



Word List 1	
Green Words	
edge	phone
lodge	when
where	whale
which	nudge
Red Words	
board	
babies	

Stretch and Read

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

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

Sound out the green words on List 1 with your students. Use **Think-Pair-Share** to ask:

Are there green words on the list that have letter combos we learned today? Which ones are they?

They are edge, lodge, and nudge.

Say-Spell-Say

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

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

Have the students read and spell the words *board* and *babies*.

.....▶

Timing Goal: 20 minutes

.....▶

The students read, clarify unfamiliar words, and practice retelling events.

Teamwork

Partner Reading

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don't know: sound it out, look for context clues, look at the pictures,

Teamwork
continued

or ask for help. Remind them to refer to the key cards in their student editions or key card sheets.

Clarifying Strategies

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

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

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

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

Ask for help establishes peer and teacher assistance as acceptable after efforts to clarify independently have failed.

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

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

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

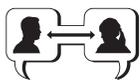
Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.

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

"To Cape Town" aloud with partners.

4. Circulate and listen while the students are reading. Prompt and reinforce the students' efforts to clarify what they read. Encourage them to mark words they need to figure out with a sticky note. Remind them to sound words out, look for context clues, or ask for

Teamwork
continued



The students practice using context clues.

The students discuss questions about the reading and individually write the answer to a question.

help. Circle 5 points in the Teacher column next to Passage for the students who can read the passage smoothly with no errors.

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

Talk to your partner about a word you had trouble with (sticky note word). How did you figure it out? Did you recognize letter combos? Did you use clues in the sentence?

Answers will vary.

Ask several students to share their discussion with the class.

Word Work

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

_____ board will you sell? [*which*]

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

Team Discussion

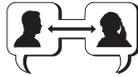
1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 1.

Team Talk Questions

- Why did Gage sell his surf board? (write)
Gage sold his board to get cash. He needed cash for plane tickets to Cape Town.
- Why do whales come to the coast near Cape Town?
The whales come to have their babies in the warm water near Cape Town.

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

Timing Goal: 10 minutes



Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.
2. Use **Think-Pair-Share** to ask:

Did we answer Today's Big Question?

Yes, the whales come every year to have babies near Cape Town.

Where do you think the whales spend the rest of the year?

Answers will vary.

Point out that whales feed in the cold waters around Antarctica. The water near South Africa is probably warmer than Antarctic water.

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

Does picturing the bridge on the key card help you remember the /dj/ sound it stands for?

Answers will vary.

How often do you use the key card sheet to help you figure out a word?

Answers will vary.

Word List Practice

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

For each word on List 1:

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

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

2. When they have finished studying the words, have partners read the list to each other. Tell the students that if students successfully read

The students study their word lists by visualizing each word.

.....

Time for Reflection

continued

.....▶

The students write sentences.

all the words, their partners initial the Word List box on the Team Score Sheet/Learning Guide for Day 1 next to the partner's name.

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

Dictation

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

Which way is the lodge?

He stood at the edge.

The whale was near the coast.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

I have the urge to eat fudge.

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

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*which, lodge, stood, edge, whale, coast*) while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if the sentence is a question.
3. Display the Team Score Sheet/Learning Guide transparency. Refer the students to the box for Dictation under Day 1. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner's name. Circulate and circle 5 points on the Team Score Sheet/Learning Guide for sentences written correctly.
4. Remind the students to record the number of team cooperation points their team received today on the Team Score Sheet/Learning Guide. Explain that this number goes next to each student's name on the team in the spaces marked TCP. Show the students these spaces under Day 1 on the transparency.
5. Explain that all the points team members earned today can be added up and written in the space for today's total. Refer to this space on the Team Score Sheet/Learning Guide under Day 1. Explain that each day teams will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

Time for Reflection
continued

Homework

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

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

2. Tell the students that they will also practice reading “To Cape Town.”

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

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

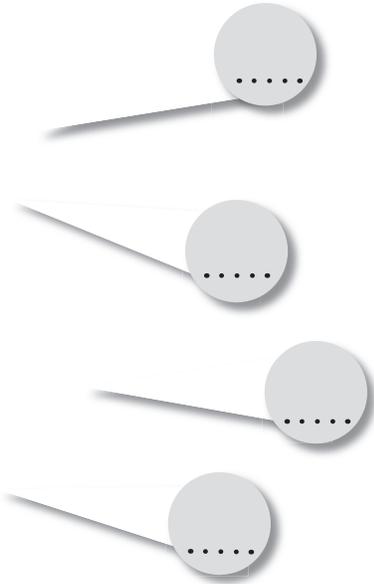
For this activity, you will change one letter at a time to make a new word. Be sure you can pronounce the new words you make.

Day 1 | Student Homework

Day 1 Homework

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

Word List 1	
Green Words	
edge	phone
lodge	when
where	whale
which	nudge
Red Words	
board	
babies	



2 Practice reading "To Cape Town." Have someone initial in a box each time you read the passage correctly and smoothly.



3 Play Quick Erase. Make a new word by changing one letter at a time. Be sure you can pronounce the new words you make.

cage _____

Unit 13 | Day 2

Listening Comprehension: first two sections of chapter 2

Partner Reading: chapter 2: “Whales and Sharks”



Teacher Background

Uncle Walter picks up Phil and Gage at the airport and takes them to his nearby town of Hermanus. Hermanus is well known among whale watchers as a place to see whales up close. The town even employs a whale crier to alert people about whale sightings. Uncle Walter tells the surfers about another activity, cage diving. Divers are submerged in cages off the coast to get a look at great white sharks close up. Gage and Phil decline to participate in this activity, but they are anxious to see the big waves at the surfing beaches.

Set the Stage

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

Reading Goal:

Today we will learn the sounds for the *wh* and *ph* letter combos.

Today’s Big Question:

What is cage diving?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide. Display the transparency of the Team Score Sheet/Learning Guide. Remind the students that the Team Score Sheet/Learning Guide will help them keep track of what they will practice each day. It is a way for partners to help each other and be sure that everyone is moving ahead.
2. Refer to the Homework box under Day 2. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 2 on the Team Score Sheet/Learning Guide next to their partner’s name.

.....▶
Timing Goal: 10 minutes

.....▶
Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.

.....▶
The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.

Set the Stage

continued

3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.
4. Refer to the box for Word List under Day 2 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all the words, the partners initial the Word List box for Day 2 next to the partner's name. Have partners read the words on Word List 1 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 2 on their Team Score Sheet/Learning Guide. Have partners also check their partner's Quick Erase words.
5. Have partners read the homework passage from the reading to each other. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 2 on the Team Score Sheet/Learning Guide.
6. Remind the students that at the end of the class, they will tally today's points and write them on the Team Score Sheet/Learning Guide as today's total.



Timing Goal: 20 minutes



The students practice blending sounds to say words.

Active Instruction

Skill Review

Say-It-Fast (optional review)

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

/b-r-igh-t/	bright	/b-r-i-dge/	bridge
/s-k-y/	sky	/sh-oo-k/	shook
/wh-i-s-k-er/	whisker	/f-r-i-nge/	fringe

Break-It-Down (optional review)

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

Active Instruction

continued

grasp /g-r-a-s-p/

slight /s-l-igh-t/

flood /f-l-oo-d/

strange /s-t-r-a-nge/

photo /ph-o-t-o/

tinted /t-i-n-t-ed/

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

Letter/Sound Review

3. Remind the students that they have been learning letter combos with the soft /g/ sound. Write the following words on the board and read them aloud, emphasizing each sound in the word.

large badge strange

As I read these words, I hear the same /j/ sound in each one.

4. Hold up the key card for the letter combo *ge*.

This key card helps me remember that this letter combo stands for the /j/ sound. What is this picture? Say it with me. *Cage*. Whenever I see the letter combo *ge* in my reading, I think of this picture and say to myself *cage*. It helps me connect the letter combo to the sound it makes, the /j/ sound like in *cage*.

Read the sentence on the back of the key card aloud. Have the students tap when they hear the /j/ sound. Point out that each time they hear the /j/ sound in this sentence it is spelled with the *ge* letter combo.

5. Hold up the key card for the letter combo *dge*.

This is the key card for *dge*. What is this picture? Say it with me. *Bridge*. The letter combo *dge* stands for the /dj/ sound like in the word *bridge*.

Read the sentence on the back of the key card aloud. Have the students tap when they hear the /dj/ sound. Point out that each time they hear the /dj/ sound in this sentence it is spelled with the letters *dge*.

6. Hold up the key card for the letter combo *nge*.

This is the key card for *nge*. This letter combo stands for the /nj/ sound. What is this picture? Say it with me. *Orange*.

Read the sentence on the back of the key card aloud. Have the students tap when they hear the /nj/ sound. Point out that each time they hear the /nj/ sound in this sentence it is spelled with the letters *nge*.

The students review words with the *ge*, *dge*, and *nge* letter combinations.

Active Instruction

continued

Teacher presents letters/sounds using key cards.



7. Refer to the words on the board again. Underline the three letter combos.

large badge strange

Challenge partners to think of a sentence that contains all three words.

Skill Instruction

1. Point out to the students that the stories they are reading and the key cards they use are illustrated with photos. Write the word *photo* on the board. Read the word aloud.

What sound do you hear at the beginning of the word *photo*?

The /f/ sound.

What letter would you expect to find at the beginning of this word?

The letter f.

Hold up the key card for the *ph* diagraph.

This is the key card for *ph*. The letters *ph* together stand for the /ph/ sound. What is this picture? *Phone*. Say it with me. *Phone*.

Point out that the letter *f* and the letters *ph* together stand for the same /f/ sound.

2. Write the following words on the board. Have partners work together to read the words with the *ph* letter combo.

phone graph phonics sphere

Use **Numbered Heads** to share responses.

3. Hold up the key card for the *wh* letter combo.

This is the key card for *wh*. The letters *wh* together stand for the /hw/ sound. What is this picture? *Wheel*. Say it with me. *Wheel*.

Show the students as you trace the shape of the letters on the key card. Have the students practice writing the letters *wh* in the palms of their hands.

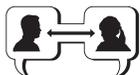
Read the sentence on the back of the key card aloud. Have the students tap when they hear the /hw/ sound.

Point out to the students that some of the words on Word List 1 begin with the *wh* letter combo.

Have partners work together to identify words with the *wh* letter combo. Use **Numbered Heads** to share responses.

Build Background

1. Refer the students to the story in their student editions, and have them turn to chapter 2. Read the title: "Whales and Sharks." Point



.....

Active Instruction
continued

.....▶

The students practice using clues to predict the topic.

out that the title of this chapter includes a word with the *wh* letter combo: *whale*. Use **Think-Pair-Share** to ask:

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

You can look at the chapter title and at the pictures.

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

English Language Learners

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

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

Ask partners to think of synonyms or antonyms for new words.

Pair ELL students with the students who are more familiar with the vocabulary.

Have the students share how to say new vocabulary words in different languages.

Listening Comprehension

1. Read the introduction to chapter 2, “Whales and Sharks,” aloud.

Introduction

At the airport in Cape Town, South Africa, Phil’s uncle Walter is waiting to meet Phil and Gage. He loads their surf boards in the back of his truck and drives them over the mountains to the nearby village of Hermanus. Here he owns a tourist lodge near the beach. Hermanus is one of the few places in the world where whales come very close to shore. Whale watchers like to stay in Uncle Walter’s lodge because it is a short walk from the spots where they can best see whales up close.

As I read, I am going to continue to be on the lookout for words with the letter combos that we’ve just reviewed and for letter combinations that I’ve already learned.

2. Begin reading “Whales and Sharks” aloud. Pause when you get to the name *Phil* to note that it begins with the *ph* letter combo. Then continue to the word *ridge*. Use a Think Aloud to model identifying the *dge* letter combo.

Hmm. I don’t know this word. Are there any word parts I recognize? I see the letter combo *dge* at the end of the

.....▶

Teacher models clarifying strategies.

Active Instruction
continued

word. Those letters together stand for the /dj/ sound. I'll try sounding it out. /r-i-dj; ridge/. *Ridge* is a word. Does it make sense? "...over a ridge of mountains." Yes, I figured out that word with the *dge* letter combo.

Continue reading, and pause at the word *where*. Model recognizing a letter combo to help clarify the word.

This word looks familiar, but I don't remember how to pronounce it. It looks like the word *here* with a *w* in front. I see it has a *w* and *h* together. That letter combo *wh* stands for the /hw/ sound like in wheel. I'll try that. /hw-ee-rr; hwere/. That doesn't sound right. Let me try it in the sentence. "Here is /hwere/ the whales come." Hmm. I think this must be the word *where*. I think that makes sense.

Continue reading section two, and pause at the word *when* to model clarifying.

Hmm. What is this word? Do I see any familiar letter combos? I do see the *wh* combo at the beginning. I'll try to sound in out. /hw-e-n; hwen; when/. That is a word. I think I figured it out. I'll try it in the sentence: "When they are spotted..." Yes, I think I figured it out. I'll read on.

Continue reading the section.

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

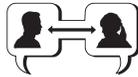
Word List 2 Introduction

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

Word List 2	
Green Words	
ridge	what
world	while
cage	thrill
diving	draw
Red Words	
mountains	great
islands	

.....

Active Instruction
continued



Stretch and Read

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

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

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

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

Are there words on the word list that have the *wh* letter combo? Which ones are they?

They are what and while.

Say-Spell-Say

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

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

As I point to the word, say it, then spell it, then say it again.

Randomly point to words and have the students read the words as a group. Stretch or say spell say words that the students miss.

.....▶

Timing Goal: 20 minutes

.....▶

The students read and clarify unfamiliar words, and retell events.

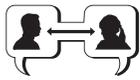
Teamwork

Partner Reading

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

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

Teamwork
continued



The students practice using context clues.

The students discuss questions about the reading and individually write the answer to a question.

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

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

Answers will vary.

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

Word Work

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

Ed had to clean the bird's _____. [*cage*]

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

Team Discussion

1. Refer the students to the Team Talk questions in their student editions and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write one or two sentences to answer question 1.

Team Talk Questions

1. What do right whales eat? (write)

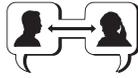
Right whales eat animals that look like shrimp.

2. What is cage diving?

Cage diving is when divers get inside cages and go underwater to look at great white sharks. They put meat in the water to bring the sharks.

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

.....▶
Timing Goal: 10 minutes



.....▶
The students study their word lists
by visualizing each word.

.....▶
The students write sentences.

Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.
2. Use **Think-Pair-Share** to ask:

Did we answer Today's Big Question?

Yes, divers who want to see great white sharks close up get inside cages for protection. Then they put meat in the water to attract the sharks.

What word was the hardest for you to read today?

Answers will vary.

What are two words that you read that have the letter combo *wh*?

Whale, white, where, and when.

What are two words that you read that have the *dge* letter combo?

Ridge, edge, and lodge.

Word List Practice

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

For each word on List 2:

- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and picture the word **printed on the side of a truck**.
- Open your eyes, and look at the word again to see if you were right.
- Cover up the word, and write it down.
- Check to see if you spelled the word correctly.

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

Dictation

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

Where is the whale?

Gage will not go cage diving.

Take a photo of Phil.

.....

Time for Reflection

continued

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

They went over the mountain ridge to the bay.

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

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*where, whale, Gage, cage, diving, photo, Phil*) while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.
3. Display the transparency of the Team Score Sheet/Learning Guide. Refer the students to the box for Dictation under Day 2. Tell the students that if their partner has written the sentences correctly, they can initial in this box next to their partner's name. Circulate and circle 5 points on the Team Score Sheet/Learning Guide for sentences that are written correctly.
4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the space for today's total. Refer to this space on the Team Score Sheet/Learning Guide under Day 2.

Homework

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

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

2. Tell the students that they will also practice reading "Whales and Sharks."

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

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

For this activity, your job is to change one letter at a time to make a new word. Be sure you can pronounce the new words you make.

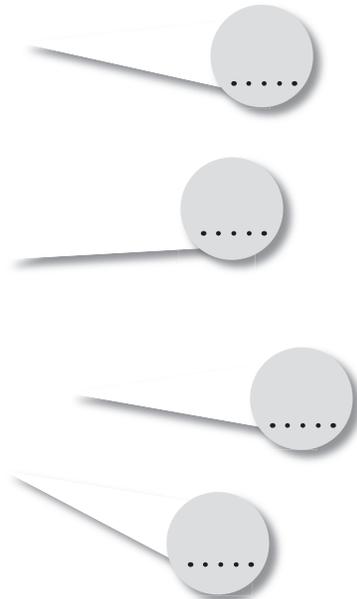
Day 2 | Student Homework

Day 2 Homework

1

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

Word List 1		Word List 2	
Green Words		Green Words	
edge	phone	ridge	what
lodge	when	world	while
where	whale	cage	thrill
which	nudge	diving	draw
Red Words		Red Words	
board		mountains	great
babies		islands	



2

Practice reading "Whales and Sharks." Have someone initial in a box each time you read the passage correctly and smoothly.



3

Play Quick Erase. Make a new word by changing one letter at a time. Be sure you can pronounce the new words you make.

right _____



Unit 13 | Day 3

Listening Comprehension: first two sections of chapter 3

Partner Reading: chapter 3: "Surfing"

.....▶
Timing Goal: 10 minutes

.....▶
Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.



.....▶
The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.

Teacher Background

Uncle Walter takes Gage and Phil to Sunset beach, where the surfers ride huge waves. Gage and Phil see other surfers from around the world. Beyond the breakwater, they also see a right whale close up.

Set the Stage

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

Reading Goal:

Today we will practice figuring out words with the *ge*, *dge*, and *nge* letter combos.

Today's Big Question:

How big is a right whale?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.
3. Have the students turn to their Map It Out sheets and review their goals for this unit. Use **Think-Pair-Share** to ask:

Do you think you are making progress toward your goal?

Looking at the Toll Booth for this unit, are you able to say the sounds for all the letter combinations? Which ones will you need to work on?

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide.
2. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 3 on the Team Score Sheet/Learning Guide next to their partner's name.
3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their

Set the Stage
continued

partners successfully complete each activity, the students will initial these boxes.

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

The goal is to read the words in the passage correctly, smoothly, and with expression. If it is smooth, you are reading it quickly and the words sound connected like speech. If it is expressive, it sounds interesting, shows emotion, and would entertain an audience.

Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 3 on the Team Score Sheet/Learning Guide.

- Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide.

Active Instruction

Skill Review

Break-It-Down (optional review)

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

phone /ph-o-ne/	surfing /s-ur-f-ing/	roast /r-oa-s-t/
letter /l-e-tt-er/	freeze /f-r-ee-ze/	grow /g-r-ow/

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

Timing Goal: 20 minutes

The students practice blending letter sounds.

Active Instruction

continued

The students review words with the igh letter combination.



Teacher presents letters/sounds using key cards.

Letter/Sound Review

2. Review the *igh* letter combo.

Remind the students that when they are reading and come to a word they do not know, one of the clarifying strategies is to look for word parts that are familiar. Write the following words on the board:

right sigh flight high

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

What familiar letter combo can you spot in these words?

The igh letter combo.

What sound does the *igh* letter combo stand for?

The long i sound.

Have partners work together to pronounce the words. Use **Numbered Heads** to share responses.

Skill Instruction

1. Remind the students that they have learned three different letter combos with the letter *g*.

Hold up the key card for the *ge* letter combo.

This key card helps me remember that this letter combo stands for the /j/ sound. What is this picture? Say it with me. *Cage*. When I see the letter combo *ge* in my reading, I will think of this picture and say to myself *cage*. It helps me connect the letter combo to the sound it makes, the /j/ sound.

Remind the students that silent *e* after the letter is the clue that the *g* stands for the /j/ sound.

Read the following words and have the students give thumbs up if they hear the /j/ sound in the word and thumbs down if they do not.

stage [thumbs up]	fright [thumbs down]
huge [thumbs up]	verge [thumbs up]
winter [thumbs down]	barge [thumbs up]

Hold up the *dge* key card (*bridge*).

This key card helps me remember that this letter combo stands for the /dj/ sound. What is this picture? Say it with me. *Bridge*. Can you hear the /d/ sound in this combo?

/b-r-i-dj; bridj/

Hold up the *nge* key card (*orange*).

Active Instruction
continued

This key card helps me remember that this letter combo stands for the /nj/ sound. What is this picture? Say it with me. *Orange*. Can you hear the /n/ sound in this combo? /or-a-nj; oranj/.

Show You Know It

2. Refer the students to the following chart and sentences in their student editions. Have partners work together to read the sentences and identify words with the *ge*, *dge*, and *nge* letter combos. Have them list these words in the correct columns of the chart.

ge	dge	nge	
			If you barge into its cage, the big cat will lunge.
			I will use the sponge to clean the orange smudge.
			He was in charge of the lodge.

Use **Numbered Heads** to share responses, and write them on the board.



Build Background

1. Refer the students to the reading in their student editions, and have them turn to chapter 3. Read the title: “Surfing.”
2. Have partners preview the reading and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity. Use **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make their predictions such as the title or pictures. The students will probably predict that the reading is about Phil and Gage surfing at Sunset Beach.
3. Use **Numbered Heads** to share the students’ background knowledge and questions concerning the topic such as: *How do surfers ride a wave? How big are the waves? What are surf boards made of? What happens if a surfer falls off the board in a big wave?*

Listening Comprehension

1. Read the introduction to “Surfing” aloud.

Introduction

Sunset Beach is known for its really big, epic waves. What makes the waves so great for surfers is not just their size but their shape. The big waves curl in just the right way to form long tubes or barrels. A skilled surfer rides inside the tube, totally covered by the wave.

The students practice using clues to predict the topic.



Partner and class discussions activate background knowledge and establish a purpose for reading.

Teacher models clarifying strategies.

• • • • •

Active Instruction

continued

2. Tell the students that you are going to keep in mind the letter combos you have learned to help you figure out words as you read.
3. Read the first section of the chapter. Begin reading the second section, but pause at the word *plunged*. Use a Think Aloud to show how you clarified the word.

Hmm. I don't know this word. Let me look at it closely. Are there any familiar letter combos? Wait. I see the *nge* combo. It stands for the /nj/ sound like in orange. I also see the *-ed* ending. I think I can sound this out. /p-l-u-nj-d; plunjed/. That is a word: "Phil and Gage took their boards and plunged in." That makes sense. Recognizing the *nge* letter combo and the *-ed* ending helped me sound it out.

Continue reading, and pause at the word *surge*. Model clarifying the word.

I don't think I've ever seen this word before. Maybe if I read the rest of the sentence I'll be able to guess what it is: "They pushed out past the ___ of white water." Hmm. No, that didn't help. I'll look at the word to see if there are any familiar letter combos. I see the *ur* letter combo. That stands for the /ur/ sound like in *purse*. Wait. I also see the *ge* letter combo at the end. That stands for the /j/ sound. I'll try sounding out the word. /s-ur-j; surj/: "They pushed out past the surge of white water." That sounds right. I see that surge of white water in the pictures of the waves.

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

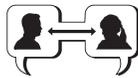
Word List Introduction

Stretch and Read

1. Display List 3. Green words are phonetically regular words that include the letters and sounds that you have presented. Red words are sight words.
2. Introduce the phonetically regular words—the green words—on List 3.

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

Active Instruction
continued



Word List 3	
Green Words	
change	whisper
surge	table
whined	budge
cable	plunged
Red Words	
very	amazing
nature	

As you do this exercise, select the words randomly rather than in any particular order. Use **Think-Pair-Share** to ask:

Are there words on the word list that have the *dge* letter combo?

Budge.

What word has the *nge* letter combo?

The word plunged.

Which words have the *wh* letter combo?

Whined *and* whisper.

Say-Spell-Say

- Introduce the sight words—the red words—on the lists.

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

After I point to and say the word, we will say it together, spell it together, and then say it again.

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

Teamwork

Partner Reading

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

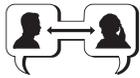
“Surfing” aloud with partners.

Timing Goal: 20 minutes

The students read, clarify unfamiliar words, and practice reading fluently.

Teamwork

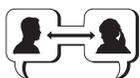
continued



The students practice composing sentences using new words.

The students discuss questions about the reading and individually write the answer to a question.

Timing Goal: 10 minutes



- As partners work together, circulate to prompt and reinforce the students' efforts to clarify what they read. Remind them to retell what happened after reading each section aloud.
- When the students are finished reading and clarifying the passage, do a **Think-Pair-Share** exercise:

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

Answers will vary.

Ask several students to share their discussion with the class.

Word Work

- Have partners choose a picture from the story and write a sentence about it using one or more words from the word lists. Use **Numbered Heads** to have partners share their sentences.

Team Discussion

- Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 1.

Team Talk Questions

- What do you think wet suits are for? (write)
Wet suits keep surfers from getting cold in cold water.
- How big is a right whale?
A right whale is bigger than a bus.

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

Time for Reflection

Class Discussion

- When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.
- Use **Think-Pair-Share** to ask:

Did we answer Today's Big Question?

Yes. Right whales can be 50 feet long, bigger than a bus.

Time for Reflection
continued

Why do you think people like to surf?

Accept reasonable responses. For example, people like the thrill of getting pushed along by a wave. People like to be out on the water on their surf boards. They can test their skills and their nerves.

What word was the hardest for you to read today?

Answers will vary.

What are two words that you read that have the *nge* letter combo?

Change and strange.

Word List Practice

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

For each word on List 3:

- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and picture the word **printed on a flag**.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.

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

Dictation

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

When will he change the light?

Gage likes to plunge into the water.

Which whale did he see?

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

Watching whales is a great thrill.

Take it down a notch: Write one of the sentences on the board with a spelling error. Have partners decide which word is spelled incorrectly and correct the error.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*when, change, light, Gage, plunge, which, whale*) while the students check their partner's spelling. Remind the students that, in addition to checking

The students study their word lists by visualizing each word.

The students write sentences.

Time for Reflection

continued

spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.

3. Refer the students to the box for Dictation under Day 3 on the Team Score Sheet/Learning Guide. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner's name. Circulate and circle 5 points on the Team Score Sheet/Learning Guide for sentences written correctly.
4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today's total. Refer to this space on the Team Score Sheet/Learning Guide under Day 3. Explain that each day teams will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

Homework

1. Refer the students to the homework for Day 3. Explain that they will practice reading the words on Word List 3.

Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the words on Lists 1, 2, and 3 correctly, have the listener initial a circle.
2. Tell the students that they will also practice reading "Surfing."

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

Your homework activity tonight is a fill-in-the-blank activity. For this activity, your job is to read the sentences and choose a word from Word List 3 that makes sense in the sentence. Write it in the blank.

Day 3 | Student Homework

Day 3 Homework

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

Word List 1		Word List 2		Word List 3	
Green Words		Green Words		Green Words	
edge	phone	ridge	what	change	whisper
lodge	when	world	while	surge	table
where	whale	cage	thrill	whined	budge
which	nudge	diving	draw	cable	plunged
Red Words		Red Words		Red Words	
board		mountains	great	very	amazing
babies		islands		nature	

- 2** Practice reading "Surfing." Have someone initial in a box each time you read the passage correctly and smoothly.

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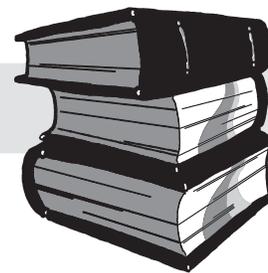
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- 3** Fill in the blank. Choose the word from Word List 3 that makes the most sense in the sentence. Write it in the blank.

- The girls whisper, so I can not hear them.
- It is time to change the old mat to a new one.
- The surge of the crowd pushed him to the front.



Unit 13 | Day 4

Listening Comprehension: first two sections of chapter 4

Partner Reading: chapter 4: “Large Marge”

Teacher Background

Phil and Gage go to Uncle Walter’s lodge to get a good night’s sleep, but the big cat, Large Marge, takes over a bed and won’t budge. The next morning Uncle Walter takes the two surfers to see the sights at Table Mountain. They ride a cable car to the top of the mountain and get a view of the city of Cape Town.

Set the Stage

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

Reading Goal:

Today we will practice figuring out words by looking for familiar letter combos.

Today’s Big Question:

What do Phil and Gage see on Table Mountain?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.
3. Have the students turn to their Map It Out sheets and review their goals for the unit. Use **Think-Pair-Share** to ask:

Do you think you are making progress toward your goal?

Looking at the Toll Booth for unit 13, which words have the *dge* letter combo? Can you read them? Which words have the *wh* letter combo? Which words will you need to work on?

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide.
2. Refer to the Homework box under Day 4. Tell the students that if their partner has his or her homework today, they will initial this

.....▶
Timing Goal: 10 minutes

.....▶
Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.

.....▶
The students review their goals.



.....▶
The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.

Set the Stage
continued

- Homework box under Day 4 on the Team Score Sheet/Learning Guide next to their partner's name.
3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.
 4. Refer to the box for Word List under Day 4 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word lists they practiced for homework. When the students successfully read all the words, the partners will initial the Word List box for Day 4 next to the partner's name. Have partners read the words on Word List 3 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 4 on their Team Score Sheet/Learning Guide. Have partners also check their partner's fill-in-the-blank answers.
 5. Have partners read the homework passage from the reading to each other.

The goal is to read the words in the passage correctly, smoothly, and with expression. If it is smooth, you are reading it quickly and the words sound connected like speech. If it is expressive, it sounds interesting, shows emotion, and would entertain an audience.

Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 4 on the Team Score Sheet/Learning Guide.

6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide.

Active Instruction

Skill Review

Say-It-Fast (optional review)

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

/b-r-ai-n/ brain

/m-a-tch/ match

/c-o-l-t/ colt

/s-p-ar-k-le/ sparkle

/p-l-ea-se/ please

/c-r-ow-d/ crowd

Timing Goal: 20 minutes

Active Instruction

continued

The students review words with the *ph* and *wh* letter combos.



Partner and class discussions activate background knowledge and establish a purpose for reading.

Break-It-Down (optional review)

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

smart /s-m-ar-t/

string /s-t-r-ing/

tight /t-igh-t/

voice /v-oi-ce/

inch /i-n-ch/

clown /c-l-ow-n/

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

Letter/Sound Review

- Review the *ph* and *wh* letter combos.

Hold up the key card for the *ph* letter combo.

This key card helps me remember that the *ph* letter combo stands for the /f/ sound. What is this picture? Say it with me. *Phone*. Whenever I see the letter combo *ph* in my reading, I think of this picture and say to myself *phone*. It helps me connect the letter combo to the sound it makes, the /f/ sound.

Hold up the key card for the *wh* letter combo.

This key card helps me remember that the *wh* letter combo stands for the /hw/ sound. What is this picture? Say it with me. *Wheel*. Whenever I see the letter combo *wh* in my reading, I think of this picture and say to myself *wheel*. It helps me connect the letter combo to the sound it makes, the /hw/ sound.

Show You Know It

- Write the following words with the *ph* and *wh* letter combos on the board. Have partners work together to sound out the words. Use **Numbered Heads** to share responses.

whisk wheat

dolphin alphabet

Build Background

- Refer the students to the reading, and have them turn to chapter 4. Read the title: “Large Marge.” Have the students work with their partners to predict what the chapter is about.
- Use **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make predictions.

Active Instruction
continued

Teacher models
clarifying strategies.

Timing Goal: 20 minutes

The students read, clarify unfamiliar words, and practice reading fluently.

Listening Comprehension

1. Read the introduction to chapter 4, “Large Marge,” aloud.

Introduction

After a day of surfing, Phil and Gage are tired and hungry. Uncle Walter takes them to a restaurant for a fish dinner and then back to the lodge for a good night’s sleep.

2. Tell the students that if you come to a word you don’t know, you are going to break it into chunks, look for familiar letter combos, and blend the sounds to figure out the word.
3. Read the first section of “Large Marge” aloud. Continue on to the second section, and pause at the word *budge* to model clarifying.

Hmm. I don’t think I know this word. Are there any familiar letter combos in it? I see the *dge* letter combo at the end of the word. I can see the key card for that combo in my mind. It has a picture of a bridge. So the *dge* combo stands for the /dj/ sound like in *bridge*. Now I’ll try sounding out the word. /b-u-dj; budj/. Let’s see if that makes sense in the sentence: “She will not budge.” That’s another way to say she won’t move. I figured out the word because I remembered the sound for *dge*.

Continue reading, and pause at the words *whined* and *whopper* to model identifying the *wh* letter combo and sound.

Hmm. What familiar parts do I see in this word? I see *wh* together at the beginning of this word. Together they make the /hw/ sound. I also see the *-ed* ending. I’ll cover that up for now. (Mispronounce the word with a short *i* sound.) /hw-i-n; hwin/. Does that make sense? ...Gage /hwind/. No, I don’t think that is right. Maybe the *i* has a long sound. I’ll try that. /hw-i-n-ed; whined/. I know that word: “How can I sleep?” Gage whined.” That makes sense. Gage is whining about Large Marge on the bed.

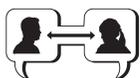
4. Read the two sections again to model fluency and so the students can focus on comprehension.

Teamwork

Partner Reading

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

Teamwork
continued



passage and retelling each section. Remind them to read the passage several times.

2. Have the students read:

“Large Marge” aloud with partners.

3. As partners work together, circulate to prompt and reinforce the students’ efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Also remind them to retell what happened after reading each section aloud.
4. When the students are finished reading and clarifying the passage, use **Think-Pair-Share** to ask:

What words did you have trouble with (sticky note words)? How did you figure each word out? Did you look for familiar chunks like a letter combo? Did you check your key card sheet? Did you use clues in the sentence? Talk to your partner about what clues you used to figure out the word.

Answers will vary.

Ask several students to share their discussion with the class.

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

Does reading the text several times help you read it more smoothly?

Does it help you understand the text in a different way?

Answers will vary.

Ask several students to share their discussion with the class.

Word Work

1. Have the students turn to the Word Work activity for Day 2. Tell the students how to complete the activity. They will read the sentence and write the word from Word List 3 that makes the most sense in the sentence.

They pushed on the door but it did not _____. [*budge*]

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

Team Discussion

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

The students practice using context clues.

The students discuss questions about the reading and individually write the answer to a question.

.....

Teamwork
continued

discussing the questions with their teams, they will write a sentence or two to answer question 1.

Team Talk Questions

1. How do Phil, Gage, and Uncle Walter get to the top of Table Mountain? (write)

They ride a cable car to the top of the mountain.

2. What do Phil and Gage see on Table Mountain?

Phil and Gage see Cape Town from high up on Table Mountain. They can't see it anymore when clouds cover the mountain top.

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

.....▶

Timing Goal: 10 minutes



Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.
2. Use **Think-Pair-Share** to ask:

Did we answer Today's Big Question?

Yes, they could see the whole city of Cape Town from high on the mountain.

Uncle Walter talks about a Table Cloth. What is he talking about?

Uncle Walter is talking about the clouds that cover Table Mountain like a table cloth covers a table.

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

Did looking for familiar word chunks and letter combos help you sound out words today?

Answers will vary.

Did you refer to your key card sheet today? Did it help you figure out words?

Answers will vary.

Word List Practice

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

.....▶

The students study their word lists by visualizing each word.

.....

Time for Reflection

continued

For each red word on Lists 1, 2, and 3:

- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and picture the word **spelled out in seashells on the sand**.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.

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

.....▶

The students write sentences.

Dictation

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

Large Marge did not budge.

Where can I find the cable?

He whined about the white and orange cat.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

The change in her is amazing.

Take it down a notch: Write one of the sentences on the board with a spelling error, and have the partners discuss what they should change to make the sentence correct.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*large, Marge, budge, where, find, cable, whined, white, orange*) while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.
3. Refer the students to the box for Dictation under Day 4. Tell the students that if their partner has written the sentences correctly, they can initial in this box next to their partner's name. Circulate and circle 5 points on Team Score Sheet/Learning Guide for sentences written correctly.
4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today's total. Refer to the spaces on the Team Score Sheet/Learning Guide under Day 4. Explain that each day team members will add up their points.

Time for Reflection
continued

At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

Homework

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

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

2. Tell the students that they will also practice reading “Large Marge.”

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

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

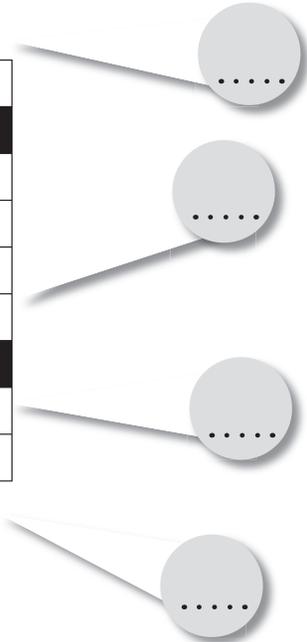
For this activity, your job is to choose a picture from the story and write a sentence about it using one or more words from the word lists. Write the sentence in the blank.

Day 4 | Student Homework

Day 4 Homework

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

Word List 1		Word List 2		Word List 3	
Green Words		Green Words		Green Words	
edge	phone	ridge	what	change	whisper
lodge	when	world	while	surge	table
where	whale	cage	thrill	whined	budge
which	nudge	diving	draw	cable	plunged
Red Words		Red Words		Red Words	
board		mountains	great	very	amazing
babies		islands		nature	



2 Practice reading "Large Marge." Have someone initial in a box each time you read the passage correctly and smoothly.



3 Choose a picture from the reading. Write a sentence about the picture using one or more of the words from your word lists.

Unit 13 | Day 5

Listening Comprehension: first two sections of chapter 5
Partner Reading: chapter 5: “Cape of Good Hope”



Teacher Background

Uncle Walter takes Phil and Gage to a nature reserve at the Cape of Good Hope. They hike up a steep slope to cliffs overlooking the sea. Uncle Walter suggests that if they are quiet, they may see some wildlife. Phil and Gage are lucky to see small antelope and a family of baboons in the nature reserve. When they hike down to a place called Boulder Beach, they are surprised to find a large group of penguins gathered on the sand.

Set the Stage

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

Reading Goal:

Today we will practice figuring out words by looking for familiar letter combos.

Today’s Big Question

What unusual animals did Phil and Gage see?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.
3. Have the students turn to their Map It Out sheets and review their goals for the unit. Use **Think-Pair-Share** to ask:

Do you think you are making progress toward your goal?

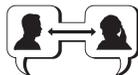
Looking at the Toll Booth for unit 13, are there any letter combinations that you do not know? Which ones will you need to work on?

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide.
2. Refer to the Homework box under Day 5. Tell the students that if their partner has his or her homework today, they will initial this

Timing Goal: 10 minutes

Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.



The students review their goals.

The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.

.....

Set the Stage

continued

- Homework box under Day 5 on the Team Score Sheet/Learning Guide next to their partner's name.
3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.
 4. Refer to the box for Word List under Day 5 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word lists they practiced for homework. When the students successfully read all words, the partners will initial the Word List box for Day 5 next to the partner's name. Have partners read the word lists to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 5 on their Team Score Sheet/Learning Guide. Have partners also check their partner's sentences.
 5. Have partners read the homework passage from the reading to each other. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 5 on the Team Score Sheet/Learning Guide.
 6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide. At the end of the unit, they will add up their daily points to get their unit scores. Remind the students that explaining their ideas to each other will improve their total scores and earn them a spot as a good, great, or super team.
 7. The students who complete their work early can practice the word lists. Remind them that they must be able to read and spell the words for the cycle test.

.....▶

Timing Goal: 20 minutes

Active Instruction

Skill Review

Say-It-Fast (optional review)

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

/o-s-t-r-i-ch/ ostrich

/ea-g-le/ eagle

/c-r-ow/ crow

/r-oo-s-t-er/ rooster

/f-i-n-ch/ finch

/r-o-b-i-n/ robin

Active Instruction
continued

The students review words with *o_e*, *ow*, and *oa* letter combinations.

Break-It-Down (optional review)

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

rabbit /r-a-bb-i-t/	snake /s-n-a-ke/
wolf /w-o-l-f/	dolphin /d-o-l-ph-i-n/
mouse /m-ou-se/	beetle /b-ee-t-le/

Letter/Sound Review

- Review the letter combinations that stand for the long *o* sound. Show the key cards for the *o_e*, *ow*, and *oa* letter combinations. Remind the students that each of these letter combos stands for the same long *o* sound.

Hold up the key card for the *o_e* letter combo.

What is this picture? Say it with me. *Nose*. Remember that the silent *e* makes the *o* say its name. Do you hear the long /o/ sound? *Nose*.

Hold up the key card for the *oa* letter combo.

What is this picture? Say it with me. *Soap*. Do you hear the same long /o/ sound? *Soap*. The letters *oa* together stand for the long /o/ sound.

Hold up the key card for the *ow* letter combo.

What is this picture? Say it with me. *Mow*. Do you hear the long /o/ sound? *Mow*. The letters *ow* together can stand for the long /o/ sound.

Show You Know It

- Refer the students to the following chart and sentences in their student editions. Have partners work together to identify words with the long /o/ sound and underline the letter combo in each that stands for the /o/ sound. Have them write the words under the correct letter combo in the chart.

o_e	oa	ow	I hope the boat floats. Show me the snow blower. He liked my joke.
nose	soap	mow	

Build Background

- Refer the students to the reading, and have them turn to chapter 5. Read the title: “Cape of Good Hope.” Have the students work with their partners to predict what the chapter is about.
- Use **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make predictions. Ask the students what they think the title of the chapter means.



Partner and class discussions activate background knowledge and establish a purpose for reading.

.....

Active Instruction

continued

.....▶

Teacher models
clarifying strategies.

Listening Comprehension

1. Read the introduction to chapter 5, “Cape of Good Hope,” aloud.

Introduction

Just south of Cape Town is an arm of land that stretches out into the water. At the end of this peninsula is a nature reserve called the Cape of Good Hope. Uncle Walter wants to show Phil and Gage this special place overlooking the Atlantic and Indian oceans.

2. Ask the students what they think a nature reserve is. What might you find at a nature reserve? Tell the students that you are going to read aloud and when you come to words you don't know, you will look for familiar letter combos and blend sounds to pronounce the words.
3. Read the first section of “Cape of Good Hope” aloud. Pause at the word *pointed*, and model identifying a familiar letter combo and ending.

Hmm. I see that this word has the *-ed* ending. I'll cover that up and see if there are any familiar letter combos in the rest of it. Wait. I see the *oi* letter combo. Those letters together stand for the /oi/ sound. I'll try sounding it out. /p-oi-n-t; point/. Now I'll add the *-ed* ending: *pointed*. “Uncle Walter pointed.” Yes, that makes sense.

Continue reading and pause again at the word *mountain*. Point out that it is a long word, but you know it because it is on the list of red words. Practicing the word list has made you familiar with this word.

Continue reading the second section. Pause at the word *proud* to model clarifying.

Hmm. I don't know this word. I'll read on to see if there are clues in the sentence. *Uncle Walter was very ___ of the park at Cape of Good Hope*. Very what? I'll have to figure out this word to know what is going on. Are there any letter combos in it? Wait. I see *ou* together. I'll check the key card sheet. There it is. The picture for the *ou* letter combo is a mouse. I remember. The *ou* letter combo stands for the /ou/ sound like in mouse. I'll try sounding out the word. /p-r-ou-d; proud/. Now I get it. *Uncle Walter was very proud of the park...* I'm glad I stopped to figure out that word.

4. Continue reading the second section. Then reread the first two sections to model fluency and so the students can focus on comprehension.

Timing Goal: 20 minutes

The students read, clarify unfamiliar words, and practice reading fluently.



The students practice using context clues.

Teamwork

Partner Reading

1. Explain to the students that reading involves more than simply being able to recognize different words. It is also important to be able to read automatically and smoothly. When they reach a point where they can read something automatically and with expression (or fluently), it will be easier to think about the meaning of what they read.
2. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don't know: look for familiar letter combos, check the key card sheet, sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.
3. Have the students read:

“Cape of Good Hope” aloud with partners.

4. As partners work together, circulate to prompt and reinforce the students' efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Also remind them to retell what happened after reading each section aloud.
5. When the students are finished reading and clarifying the passage, use **Think-Pair-Share** to ask:

What words did you have trouble with (sticky note words)? How did you figure them out? Talk to your partner about what clues you used to figure out the words.

Answers will vary.

Ask several students to share their discussion with the class.

Word Work

6. Have the students turn to the Word Work activity for Day 5. Tell the students how to complete the activity. They will read the sentence and write the word from Word List 3 that makes the most sense in the sentence.

Gage spoke in a _____ so he would not scare the animals.
[whisper]

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

Teamwork

continued

The students discuss questions about the reading and individually write the answer to a question.

Timing Goal: 10 minutes



Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 1.

Team Talk Questions

1. What rules did Uncle Walter tell them about the park? (write)
Uncle Walter told them not to pick plants or scare animals.
2. What animals did Gage and Phil see at Cape of Good Hope?
Gage and Phil saw animals that looked like deer, baboons, and penguins.

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

Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.
2. Use **Think-Pair-Share** to ask:

Why would these be important rules for a nature reserve?

Accept reasonable responses. For example, animals and plants are protected in a nature reserve, so you need to keep people from bothering them.

Did we answer Today's Big Question?

Yes, Phil and Gage saw penguins (baboons).

Are you spotting familiar letter combos more quickly than you used to?

Answers will vary.

Are you finding that you don't have to check the key card sheet as often as you used to?

Answers will vary.

Time for Reflection

continued

The students study their word lists by visualizing each word.

Word List Practice

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

For each word that you are still not sure how to spell:

- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and picture the word **spelled out in peanuts**.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.

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

Review any words on the lists that are still difficult for your students. Point to the words randomly and have the students read them and spell them chorally.

Dictation

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

They hiked to the ridge.

We must talk in a whisper.

When will you budge?

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

Take a photo from the edge of the very high cliff.

2. When the students have finished writing, have them exchange their student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*hiked, ridge, talk, whisper, when, budge*) while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.
3. Refer the students to the box for Dictation under Day 5 on the Team Score Sheet/Learning Guide. Tell the students that if their partner has written the sentences correctly, they can initial in this box next to their partner's name. Circulate and circle 5 points on the Team Score Sheet/Learning Guide for sentences written correctly.

The students write sentences.

.....
Time for Reflection

continued

4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today's total. Refer to the spaces on the Team Score Sheet/Learning Guide under Day 5. Explain that each day team members will add up their points. At the end of the unit, some teams will be good teams, some will be great teams, and some will be super teams.

Homework

1. Refer the students to the homework for Day 5. Explain that they will practice spelling the words on all three word lists.

Read the words at home tonight and practice spelling them all correctly. Have someone listen to you spell. Each time you spell the words on the lists correctly, have the listener initial a circle.
2. Remind the students that they will have a cycle test tomorrow. Tonight they will practice reading chapter 5 of the student reading correctly and smoothly.

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

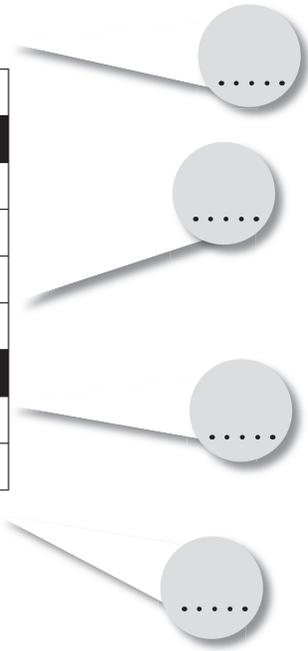
Your sentence activity tonight is to choose one picture from your reading, and write a sentence about it. Use at least two words from your word lists.

Day 5 | Student Homework

Day 5 Homework

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

Word List 1		Word List 2		Word List 3	
Green Words		Green Words		Green Words	
edge	phone	ridge	what	change	whisper
lodge	when	world	while	surge	table
where	whale	cage	thrill	whined	budge
which	nudge	diving	draw	cable	plunged
Red Words		Red Words		Red Words	
board		mountains	great	very	amazing
babies		islands		nature	



2 Practice reading "Cape of Good Hope." Have someone initial in a box each time you read the passage correctly and smoothly.



3 Choose a picture from the reading. Write a sentence about the picture using at least two words from your word lists.



Unit 13 | Day 6

Timing Goal: 10 minutes

Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.

The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.

Set the Stage

1. Post and present today's goals.

Goals:

1. We will take the cycle test.
2. We will celebrate our accomplishments.

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide. Display the transparency of the Team Score Sheet/Learning Guide.
2. Refer to the Homework box under Day 6. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 6 on the Team Score Sheet/Learning Guide next to their partner's name.
3. Refer to the box for Word List under Day 6 on the Team Score Sheet/Learning Guide. Tell the students that they will choose four words from the word lists and have their partners spell them. When the students successfully spell the words, the partners will initial the Word List box for Day 6 next to the partner's name. Circulate and listen to partner pairs as they spell words on the word list. For the students who have their homework and can successfully spell the four chosen words, circle 5 points in the Teacher column next to Homework and Word List for Day 6 on their Team Score Sheet/Learning Guide. Have partners also check their partner's Quick Erase words.
4. Have partners read the homework passage from the reading to each other. Indicate on the transparency the Passage box that the students will initial if their partners can read the passage smoothly with no mistakes. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no

.....

Set the Stage

continued

.....▶

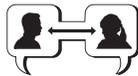
Timing Goal: 5 minutes

.....▶

Timing Goal: 30 minutes

.....▶

Timing Goal: 15 minutes



mistakes, circle 5 points in the Teacher column next to Passage for Day 6 on the Team Score Sheet/Learning Guide.

5. The students who complete their work early can practice the word lists. Remind them that they must be able to read and spell the words for the cycle test.

Active Instruction

Prepare the Students for the Test

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

Cycle Test

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

Time for Reflection

Class Discussion

1. Use **Think-Pair-Share** to ask questions that will help the students think about their own thinking such as:

Do you think practicing the passages from *Surfing in South Africa* helped you read the test passage today? How?

Is figuring out the letter sounds getting easier for you?

Are you beginning to recognize letter combinations right away?

2. Remind the students to record the team cooperation points they have received today. Remind them that all the points team members earned today can be added up and written in the space for today's total.

.....
Time for Reflection
continued

.....▶
30 points

.....▶
30 points

Refer to this space on the team score sheet under Day 6. Explain that during the next class they will add up their points and determine their team’s score. Will their team be a good team, great team, or super team?

Cycle Test

Spelling Test (3 points each)

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

- | | | |
|----------|------------|----------|
| 1. edge | 5. whale | 9. table |
| 2. phone | 6. change | 10. very |
| 3. when | 7. thrill | |
| 4. nudge | 8. whisper | |

Dictation (15 points each)

Which whale did they nudge?

The phone is at the edge of the table.

Test Passage

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

Cape Town Night

That night, Uncle Walter took Phil and Gage into Cape Town. “I will take you where the boats come in,” said Uncle Walter. “There is a lot to do at the edge of the water.

At the harbor in Cape Town, people were getting on boats to take cruises.

Bands were playing music.

There were many shops.

One shop sold photos of whales.

Gage pointed to one of the photos.

“That looks like the whale we saw when we were surfing,” he said.

There were photos of sharks too.

“I think I will try cage diving,” said Phil.

“It looks like a thrill.”

Gage nudged Phil.

“You will change your mind when you see the first shark up close.”

Cycle Test
continued

Short answer scoring rubric

- (20 points):
- short answer = 10 points
 - complete sentence(s) = 4 points
 - correct capitalization and punctuation = 4 points
 - correct spelling throughout = 2 points

20 points

Total: 100 points

Phil, Gage, and Uncle Walter had a good meal at a café. Then they went back to the lodge.

Gage found Large Marge sleeping on his bed. “Large Marge,” he whispered in her ear. “Go get on Phil’s bed.”

Large Marge got up. She moved to Phil’s bed. “Good cat,” said Gage. “Now I will get a good night’s sleep.”

Short Answer (20 points)

Answer the question below using one or two sentences.

What did Phil and Gage see at the shop?

Phil and Gage saw photos of whales and sharks.

Word List (20 points)

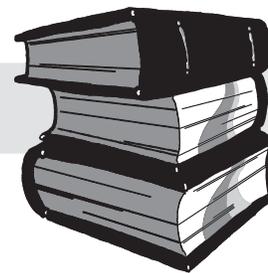
Put the best word in each blank.

1. The road ran along the ridge.
2. The door was stuck and did not budge.
3. Where do you keep your pet mouse?
4. I keep my pet mouse in a cage.
5. Call me on your cell phone.

Word Bank

where	cage	budge
phone	ridge	

Unit 13 | Toll Booth Day



Teacher Background

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

Time for Reflection is an opportunity to recognize the students' success and to help them set goals. The students add up their daily points on their Team Score sheets and celebrate good, great, and super teams. The students also use the Toll Booth Check and their scores on the team score sheet to set goals. For example, a student who was unable to identify the letters/sounds /dge/ or /ph/ writes the letters in the space on the Toll Booth: "I need to work on _____." A student who notes that working to correct errors in the dictation sentences could improve both the individual and team scores will set that as a goal on his or her map.

.....▶
Timing Goal: 2 minutes

Set the Stage

1. Post and present today's goal.

Goal:

Today we will look at how we are doing, celebrate, and set new goals.

.....▶
Timing Goal: 20 minutes



Active Instruction

1. Remind the students that they have been earning points every day for the work they do.

Use **Think-Pair-Share** to ask:

What have you been doing to earn points?

Active Instruction

continued

If your students need additional assistance filling out the Team Score Sheet/Learning Guide, you may choose to model it using the transparency.

The students review the cycle test.

Timing Goal: 25 minutes

Accept reasonable responses. For example, we earned points by doing the homework, practicing the word lists, reading a passage, writing sentences, practicing active listening, and explaining our ideas and telling why.

Do you think doing these things has helped you move forward in your reading? Do you think you are a better reader than you were last week?

Answers may vary.

Have the students get out their Team Score Sheet/Learning Guide. Show the students how to add the total points they earned each day to get a unit score. There will be a unit score for each student. Allow a minute for the students to add up their daily totals. Show the students where to record their unit scores. Explain that at the end of the lesson, each team will add up the unit scores to find out how their team did.

2. Explain to the students that today they will be going over the cycle test. Distribute the scored cycle tests from *Surfing in South Africa*. Have the students work with their partners to review the answers. Allow the students the opportunity to ask questions of the class to clarify any outstanding questions.
3. Remind the students that today each one of them will have a Toll Booth Check, a chance to show they know the letter sounds they have been practicing before they move on to the next unit.
4. Have the students get out their Map It Out sheets and display the transparency of the map. Remind them that this map shows step-by-step their progress in reading. They will be moving quickly from one unit to the next, stopping along the way to do Toll Booth Checks and show they know it. Remind the students that at the end of the map, after the next unit, they will move out of Level 1.
5. Refer them to the Toll Booth for unit 13 on their maps. Point out the question at the top: “How did I do?” Point out that the students now have a unit score and a cycle test score to help them answer the question, “How did I do?” Tell them to write these two scores they earned for unit 13 on their maps.

Toll Booth Check

1. Point out to the students that on their maps, the unit 13 Toll Booth includes a list of the letter combinations they have been practicing. There is also a list of words they will need to read to pass through this Toll Booth. Have partners review the list of letter combinations to be sure they know the sounds they stand for. Then have them read the list of words to each other in preparation for passing their Toll Booth Check.

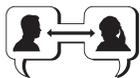
Toll Booth Check

continued

The students show they know the letter sounds.

The students take a pretest for the next unit.

Timing Goal: 13 minutes



- While the partners practice, move from one partnership to the next to do a Toll Booth Check. Ask each student to tell you what sound the letter combo makes as you point to letters on the list. Point to the letters randomly so you will be sure that the student knows the letter sound. Ask each student to read words on the list as you randomly point to them. Have the students check off the letter sounds and words they read correctly. Then have the student read one of the following sentences. If they read the sentence correctly, they check off the space next to "I read the sentence."

The judge asked him for the photo.

Where is the orange sponge?

Look at the smudge on the first page.

- When the students pass the Toll Booth Check, have them color in the box Toll Booth 13 to show they have moved on. Challenge these students to try the letters/sounds and words for unit 14 Toll Booth Check.
- For the students who are unable to identify all the letter sounds, have the students write the unchecked letters in the space: "I need to work on _____." Tell these students that they can practice these letter sounds and take the Toll Booth Check again in the coming week.

Time for Reflection

- When all the students have had the Toll Booth Check, celebrate their successes and help them set goals for the next unit. On the Map It Out transparency, point out the space "I need to work on _____."

Remember that when we travel we set goals. We decide where we want to go and when we want to get there. You are setting goals for yourself, too. You are deciding what you need to work on to get you where you want to go. Some of you may need to work on certain letter sounds, some of you may need to work on bringing in your homework, or work on dictation. Your Team Score Sheet/Learning Guide and your map will help you set your goals.

Have the students look at their maps.

Was there a letter sound or a word on the Toll Booth Check you had trouble with? Circle what gave you trouble. This will remind you what you need to work on for next week.

Refer the students to their Team Score Sheet/Learning Guide. Use **Think-Pair-Share** to ask:

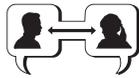
Where did you miss getting points on your Team Score Sheet/Learning Guide this week?

What can you do about it?

What goal will you set for yourself for next week?

.....

Time for Reflection
continued



.....▶

The students tally their team scores and then celebrate good, great, and super teams.

How can your partner/team support you as you work toward that goal?

2. Guide the students in setting the team cooperation goal for the next unit. Display the following list of team cooperation goals, and read them aloud.

Team Cooperation Goals

Use active listening.
Complete tasks.
Everyone participates.
Explain ideas and tell why.
Help and encourage others.

Use **Think-Pair-Share** to ask:

Which team cooperation goal do you think the teams should focus on in the next unit?

3. Tell the students that it is time to add up their team scores. Have teams work together to add each team member's unit score to get the team score. Assist teams in determining whether they are a good, great, or super team.
4. Hold a brief ceremony where you award Good, Great, and Super Team certificates and acknowledge teams for their hard work and team cooperation.

Quiz Show in London

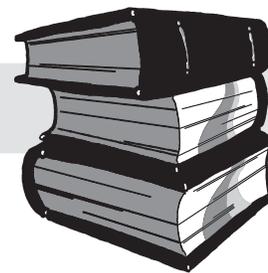
Quiz Show in London

Summary

Knox, Alex, and Quinn are members of the quiz show team at their school in New Jersey. Their team is called the Blue Knights because blue is their school color. The Blue Knights are national champions and get the opportunity to travel to London, England to battle it out with the top team in Europe.

Reading Goal

This unit reviews the principle that letters represent sounds and can be blended together to make words. The students will practice blending letter sounds to pronounce words. They will review the sounds represented by the letter combinations **qu**, **wr**, **kn**, and the word chunk **eigh** as in the word *eight*.



Unit 14 | Day 1

Listening Comprehension: first two sections of chapter 1

Partner Reading: chapter 1: “The Blue Knights”

Preparation: Materials

- Word lists on chart paper or transparency
- Team Score Sheet/Learning Guide transparency
- Map It Out transparency
- Key cards: *qu*, *wr*, *kn*, *eigh*, *ay*, *ai*, *-ild*, and *-ind*, and for *a_e*, *o_e*, *i_e*, and *u_e*

For each student

- Student edition
- Several sticky notes
- Map It Out sheet
- Notebook paper

For each team

- Team Folder
- Team Score Sheet/Learning Guide
- Key card sheet

Timing Goal: 5 minutes

Map It Out: As the students learn new letter sounds and decoding skills, they move from one location to the next, and see their progress on this map. Map It Out helps the students see what is ahead and set goals for themselves.

Throughout the lesson, award points to partners/teams when they show behavior that supports the team cooperation goal.

Teacher Background

On Day 1, Quinn, Knox, and Alex take a plane to London to compete in the quiz show competition. Knox has a bad dream on the plane about a knight on a quest who loses his way. He expresses concern that he will answer a question incorrectly and cause his team to lose.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

Reading Goal:

Today we will learn the sounds for the *wr*, *kn*, and *qu* letter combos.

Today’s Big Question:

What is the Blue Knights’ quest?

2. Have the students turn to their Map It Out sheets and review their goals for this unit. Remind the students that they have been using Map It Out to set their goals and track their progress as readers.
3. Distribute a Team Score Sheet/Learning Guide to each team. Specify the team cooperation goal. Remind the students of the team cooperation goal set in the previous Toll Booth Day that they will focus on in this unit.

Remember that during the last Toll Booth Day we set a team cooperation goal. In this unit, I will award up to 10 team cooperation points each day to teams whose members work

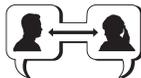
Set the Stage

continued

Timing Goal: 20 minutes

The students practice blending sounds to say words.

The students review words with the *-dge* letter combination.



toward this team cooperation goal. Remember that partners help each other work toward their goals.

Give examples of what partners working toward the specific goal would do. For example, teams working on the goal of explaining their ideas would ask their partners to explain how they clarified a word.

4. Remind the students that they will use the Team Score Sheet/Learning Guide to help them keep track of what they will practice each day and to earn points for good work. Have the students in each team write their names on the Team Score Sheet/Learning Guide.

Active Instruction

Skill Review

Say-It-Fast (optional review)

1. Have the students say the words after listening to you stretch the sounds and slightly isolate each one. The words may or may not have the lesson letter sound in them—this is done to practice a skill used in sounding out words.

/wr-i-te/	write	/sh-r-i-m-p/	shrimp
/s-ur-ge/	surge	/e-dge/	edge
/s-n-ee-ze/	sneeze	/t-oa-s-t/	toast

Take it up a notch: Have the students suggest words to put on the list. Have the students sound out these words.

Take it down a notch: If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds, include this extra step: after you say the word, have the students count the sounds they hear in it and then stretch the word to include that many sounds.

Letter/Sound Review

2. Have the students write the following words as you dictate:

nudge wedge lodge budge

Have your students check their work as you say the letter sounds, and write each word on the board. Draw your finger under each letter in a word, and have the students blend the letter sounds with you.

3. Point out to the students that all these words share a sound. Use **Think-Pair-Share** to ask:

What sound do all these words share?

The /dge/ sound.

What letter combination in the words you wrote stands for this /dge/ sound?

The -dge letter combo.

.....

Active Instruction
continued

.....▶

Teacher presents letters/sounds using key cards.

Take it up a notch: Have the students use two or more of the words in a sentence.

Skill Instruction

1. Present the sound for the *wr* letter combination.

Remind the students that sometimes letters are silent. They do not stand for a sound. This is true for the letter *w* when it is followed by the letter *r*.

Hold up the key card for the *wr* letter combination. Say the pictured word aloud. *Write*. Have the students repeat the word after you say it. *Write*.

When I say the word *write*, I hear the /r/ sound at the beginning. The letter *w* before the *r* is silent. We do not pronounce it.

Write the following words on the board, and underline the letters *wr* in each one. Read the words aloud.

wrong wrap wrinkle

What sound do you hear at the beginning of these words?

The /r/ sound.

Point out that when a word begins with the letter combo *wr*, the *w* is silent. The word begins with the /r/ sound.

Show the students as you trace the shape of the letters *wr* on the key card. Have the students practice writing the letters *wr* in the palms of their hands as they say the word *write*. Point out that if they connect the *wr* letter combo and the word *write* in their minds, they will remember that *wr* stands for the /r/ sound.

2. Present the sound for the *kn* letter combination. Hold up the key card for the letter combo *kn*. Say the pictured word aloud. *Knight*. Have the students repeat the word after you say it. *Knight*.

When I say the word *knight*, I hear the /n/ sound at the beginning. The letter *k* before the *n* is silent. We do not pronounce it.

Write the following words on the board, and underline the letter *kn* in each one. Read the words aloud.

knight know knock

What sound do you hear at the beginning of these words?

The /n/ sound.

Point out that when a word begins with the letter combo *kn*, the *k* is silent. The word begins with the /n/ sound.

Show the students the key card as you trace the shape of the letters *kn*. Have the students practice writing the letters *kn* in the palms of their hands as they say the word *knight*. Point out that if they connect

Active Instruction
continued



the *kn* letter combo and the word *knight* in their minds, they will remember that *kn* stands for the /n/ sound.

Show You Know It

3. Write the following words on the board. Have partners work together to pronounce the words. Use **Numbered Heads** to share responses.

wrist knot knuckle wrote

Take it up a notch: Have the students use two of the words in a sentence.

Reinforce the fact that all four words begin with silent letters. Words with *wr* begin with the /r/ sound. Words with *kn* begin with the /n/ sound.

4. Present the sound for the *qu* letter combination. Hold up the key card for the letter combo *qu*. Say the pictured word aloud. *Queen*. Have the students repeat the word after you say it. *Queen*.

What sound do you hear at the beginning of the words *queen*, *quack*, and *quill*?

The /qu/ sound.

Look at the card. What two letters go with the /qu/ sound in *queen*?

The letters qu.

Show the students the key card as you trace the shape of the letters *qu*. Have the students practice writing the letters *qu* in the palms of their hands as they say the word *queen*. Point out that if they connect the *qu* letter combo and the word *queen* in their minds, they will remember that *qu* stands for the /qu/ sound.

Read the following words, and have the students give a thumbs up if they hear the /qu/ sound in the word and a thumbs down if they do not.

quake <i>[thumbs up]</i>	quiet <i>[thumbs up]</i>
question <i>[thumbs up]</i>	forest <i>[thumbs down]</i>
better <i>[thumbs down]</i>	quest <i>[thumbs up]</i>

Point out that in the English language, the letter *q* is nearly always followed by the letter *u*. This letter combo is inseparable. Together they stand for the /qu/ sound like in *queen*.

Build Background

1. Refer the students to the next unit in their student editions, *Quiz Show in London*, and read the title. Use **Think-Pair-Share** to ask:



Active Instruction

continued

The students practice using clues to predict the topic.



Partner and class discussions activate background knowledge and establish a purpose for reading.



Teacher models clarifying strategies.

If you want to guess what a book is about before you read it, what clues can you use?

You can look at the title and pictures on the cover and inside the book.

2. Have partners preview the reading and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity. Use a random selection system like **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make their predictions.
3. Tell the students that you will read the introduction to this book. Read the following introductory text aloud.

Introduction

In a quiz show game, teams must quickly and correctly answer a series of questions on different topics. Knox, Alex, and Quinn are on the quiz show team at their school in New Jersey. Their team is called the Blue Knights because blue is their school color. The Blue Knights have gone up against some of the toughest quiz show teams in the country, but they have won every time. Now as national champions, the Blue Knights are traveling to London, England to battle it out with the top team in Europe. This quiz show competition will be televised worldwide.

4. Refer the students to the predictions they made about the topic of the book. Point out that the introduction makes it sound like they will be reading about some students from New Jersey who will be competing in a quiz show in London. Use **Think-Pair-Share** to ask:

What questions do you have about this topic before you begin to read? What would you like to find out?

Accept reasonable responses. For example, I would like to know what London is like and where it is located, what kinds of questions the students are asked in a quiz show, or what prize the winning team receives.

Use **Numbered Heads** to share responses, and record the students' questions on the board.

Listening Comprehension

1. Tell the students that you are going to begin reading chapter 1 aloud.

As I read, I will stop when I get to a word that I need to figure out. I will look at the letters, figure out what sounds they make, and then blend the sounds together to read the word. I will also look at my key cards to help me figure out the

• • • • •
Active Instruction
 continued

sounds for letter combos. I will be on the lookout for words with the letter combos we learned today: *kn*, *wr*, and *qu*.

2. Begin reading the chapter title and pause at the word *knights* to model identifying the *kn* letter combo.

I see that a word in the title of this chapter begins with the *kn* letter combo. I know the *k* is silent so the word begins with the /n/ sound. I also see a familiar word chunk. The *igh* together makes the long /i/ sound. I'll try sounding out the word. /kn-igh-t-s; knights/. The title is "The Blue Knights." That third word looked hard until I recognized some familiar letter combos. Then it was easy to figure out.

Begin reading the chapter, and pause at the word *quiz* to identify the *qu* letter combo.

Hmm. I don't know this word. But it begins with the *qu* letter combo. That stands for the /qu/ sound like in *queen*. I'll try blending the sounds. /qu-i-z; quiz/. That makes sense because this story is about a quiz show.

Continue reading, and pause at the word *questions*.

Hmm. This is a long word. I see the *qu* letter combo at the beginning like in *queen* and *quiz*. I'll just plunge right in and sound it out. /qu-e-s-t; quest/. That's the first part of the word. Now I'll try the second part. /quest-i-o-n-s; questions/. That sounds like the word *questions*. I think that could be right. I'll read on to see if it makes sense: "The questions would be hard on the quiz show." Yes, it makes sense. I figured out that long word by breaking it down into parts.

Continue reading the second section.

3. After you have read the first two sections and modeled blending sounds, reread the sections to model fluency and so the students can focus on comprehension.

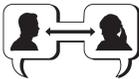
Word List 1 Introduction

1. Display List 1. Green words are phonetically regular words that include the letters and sounds that you have presented. Red words are important words that do not necessarily obey the phonetic rules, as the students understand them. Tell the students that this is a list of words that they will meet in the text.

.....

Active Instruction

continued



Word List 1	
Green Words	
knights	real
quiz	wrong
questions	know
quest	solid
Red Words	
would	
answer	

Stretch and Read

2. Introduce the phonetically regular words—the green words—on List 1.

Here are words that you will meet in your reading today. Let's get ready to read by practicing these words. We'll use different strategies to practice. First, let's sound out the green words—the words you can stretch and read. Say each word slowly, stretching the sounds so I can hear each one as I draw my hand under the word. Then say it fast to pronounce the word.

Sound out the green words on List 1 with your students. Use **Think-Pair-Share** to ask:

Are there green words on the list that have letter combos *qu*, *wr*, and *kn* that we learned today? Which ones are they?

They are quiz, questions, quest, wrong, and know.

What is a quest?

Accept reasonable responses. For example, a quest is a journey to find something; knights or heroes go on quests.

Why do you think the word *quest* is part of the word *question*? What does a quest have to do with a question?

Accept reasonable responses. They both have to do with looking for something.

Say-Spell-Say

3. Introduce the sight words—the red words—on the list.

Now let's read the red words in our book today. You may not know the sounds in these words, or it may be difficult to stretch and read them even if you know the sounds. As I point to each word, say it, then spell it, and then say it again.

Have the students read and spell the words *would* and *answer*.

.....▶
Timing Goal: 20 minutes

.....▶
The students read and clarify unfamiliar words and practice retelling events.

Teamwork

Partner Reading

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don't know: sound it out, look for context clues, look at the pictures, or ask for help. Remind them to refer to the key cards in their student editions or key card sheets.

Clarifying Strategies

Sound it out can include identifying and blending sounds, identifying chunks of a word that are familiar, and experimenting with different syllable stresses and different ways to pronounce a word's vowels.

Read the sentence again helps the student think about context: what word ought to go here for the sentence to make sense.

Look at the pictures reinforces the habit of using all available clues to determine meaning.

Mark the word with a sticky note reassures the students that they do not need to understand every word to comprehend a passage.

Ask for help establishes peer and teacher assistance as acceptable after efforts to clarify independently have failed.

Your goal is to read the entire passage smoothly and without making mistakes.

For now, I want you to focus on getting the words. The first time you read the passage, I want you to pay attention to the words you don't know or don't understand. Talk with your partners about how to figure them out. Can you blend the sounds and say the word? If you can't figure out a word, put a sticky note next to it.

Reread the passage. Are there clues in the pictures that can help you and your partner figure out a word with a sticky note? If so, put a check on the sticky note next to the word to show that you now understand and are able to read smoothly.

Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.

Refer to the Team Score Sheet/Learning Guide transparency and the Passage box under Day 1. Tell the students that if their partner can read the passage smoothly without mistakes, they can initial the Passage box next to their partner's name.

Teamwork
continued



The students practice using context clues.

The students discuss questions about the reading and individually write the answer to a question.

2. Have the students read:

“The Blue Knights” aloud with partners.

3. Circulate and listen while the students are reading. Prompt and reinforce the students’ efforts to clarify what they read. Encourage them to mark words they need to figure out with a sticky note. Remind them to sound words out, look for context clues, or ask for help. Circle 5 points in the Teacher column next to Passage for the students who can read the passage smoothly with no errors.
4. When the students are finished reading and clarifying the passage, use **Think-Pair-Share** to ask:

Talk to your partner about a word you had trouble with (sticky note word). How did you figure it out? Did you recognize letter combos? Did you use clues in the sentence?

Answers will vary.

Ask several students to share their discussion with the class.

Word Work

5. Have the students turn to the Word Work activity for Day 1. Tell the students how to complete the activity. They will read the sentence and write the word from the word list that makes the most sense in the sentence.

He did not want to go the _____ way and get lost. [*wrong*]

6. Have the students complete the activity. When they are done, partners can check each other’s work.

Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 1.

Team Talk Questions

1. What did Knox dream about? (write)

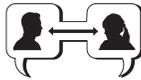
Knox dreamed about a knight that got lost.

2. What is the Blue Knights’ quest?

The Blue Knights’ quest is to win the quiz show competition in London.

Teamwork
continued

Timing Goal: 10 minutes



- As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

Time for Reflection

Class Discussion

- When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.
- Use **Think-Pair-Share** to ask:

Did we answer Today's Big Question?

Yes, the Blue Knights' quest is to beat the other quiz show team in London and be one of the best teams in the world.

If you were on a quiz team, how would you prepare for a quiz show competition?

Accept reasonable responses. For example, I would practice answering sample questions. I would find out a lot about certain topics so I could answer questions.

Point out that having a well-rounded team is important. For example, a team might have one person who is good in math, one who knows a lot about science, and another who knows history and geography.

- Ask any other questions that will encourage the students to think about their own thinking such as:

Do you ask yourself questions after you read to make sure you understand what you read?

Answers will vary.

When you come to a word you don't know, do you find it is getting easier to blend the sounds and figure it out?

Answers will vary.

Word List Practice

- Explain to the students that this is their opportunity to study the words on their word lists. Describe or model, if necessary, each of the steps below.

The students study their word lists by visualizing each word.


Time for Reflection

continued

For each word on List 1:

- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and picture it **displayed on a TV screen**.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.

Repeat these steps until you can spell the word without any help.

2. When they have finished studying the words, have partners read the list to each other. Tell the students that if students successfully read all the words, their partners initial the Word List box on the Team Score Sheet/Learning Guide for Day 1 next to the partner's name.
3. Circulate and listen to partner pairs as they read the word list. For the students who can successfully read all the words, circle 5 points in the Teacher column next to Word List for Day 1 on the Team Score Sheet/Learning Guide.

Dictation

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.

I did not know the quiz was after lunch.

The knight was on a quest.

This is the wrong time to go.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

I do not know the answer to your question.

Take it down a notch: Have the students write individual words.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*know, quiz, knight, quest, wrong*) while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if the sentence is a question.
3. Display the Team Score Sheet/Learning Guide transparency. Refer the students to the box for Dictation under Day 1. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner's name. Circulate and circle 5 points on the Team Score Sheet/Learning Guide for sentences written correctly.


The students write sentences.

Time for Reflection
continued

4. Remind the students to record the number of team cooperation points their team received today on the Team Score Sheet/Learning Guide. Explain that this number goes next to each student's name on the team in the spaces marked TCP. Show the students these spaces under Day 1 on the transparency.
5. Explain that all the points team members earned today can be added up and written in the space for today's total. Refer to this space on the Team Score Sheet/Learning Guide under Day 1. Explain that each day teams will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

Homework

1. Refer the students to the homework for Day 1. Point out that the homework has three parts. Explain that they will practice reading the words on Word List 1.

Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the list of words correctly, have the listener initial a circle.

2. Tell the students that they will also practice reading "The Blue Knights."

The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or adult for help to figure out the words you have underlined. You can refer to the key cards in the back of the student edition to remind you of the letter sounds. Then reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage. Have the listener initial a box each time you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

3. Go over the homework activity with your students.

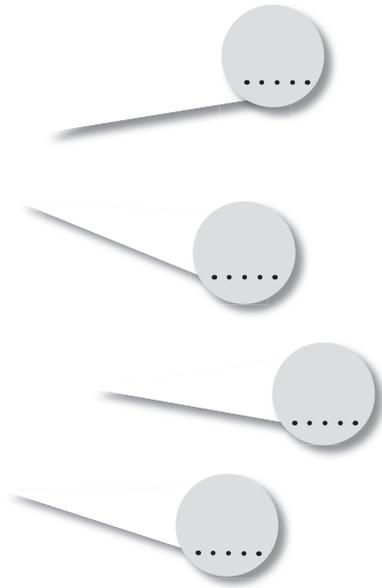
Your homework activity for tonight is a fill-in-the-blank activity. For this activity, your job is to read the sentences and choose a word from Word List 1 that makes sense in the sentence. Write it in the blank.

Day 1 | Student Homework

Day 1 Homework

1 Practice reading the words in Word List 1. Have someone initial in a circle each time you read all the words on the list correctly.

Word List 1	
Green Words	
knights	real
quiz	wrong
questions	know
quest	solid
Red Words	
would	
answer	



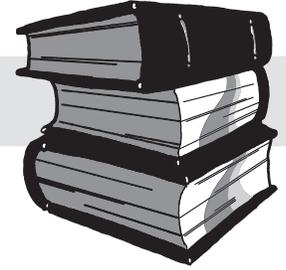
2 Practice reading "The Blue Knights." Have someone initial in a box each time you read the passage correctly and smoothly.



3 Fill in the blank. Choose the word from Word List 1 that makes the most sense in the sentence. Write it in the blank.

1. You ask too many questions.
2. The knight went on a quest.
3. I know all the answers on the quiz.

Unit 14 | Day 2



Listening Comprehension: first two sections of chapter 2

Partner Reading: chapter 2: “Sights of London”

Teacher Background

At the airport, the Blue Knights meet their guide in London, Mr. Wright. He escorts them to a double-decked bus. Quinn learns that people drive on the left side of the street in Britain. The Blue Knights get a chance to see the changing of the guard at Buckingham Palace.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

Reading Goal:

Today we will learn another letter combo that can stand for the long /a/ sound.

Today’s Big Question:

How is driving in London different from driving here?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide. Display the transparency of the Team Score Sheet/Learning Guide. Remind the students that the Team Score Sheet/Learning Guide will help them keep track of what they will practice each day. It is a way for partners to help each other and be sure that everyone is moving ahead.
2. Refer to the Homework box under Day 2. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 2 on the Team Score Sheet/Learning Guide next to their partner’s name.
3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.



Timing Goal: 10 minutes



Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.



The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.


Set the Stage

continued

4. Refer to the box for Word List under Day 2 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all the words, the partners initial the Word List box for Day 2 next to the partner's name. Have partners read the words on Word List 1 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 2 on their Team Score Sheet/Learning Guide. Have partners also check their partner's sentences.
5. Have partners read the homework passage from the reading to each other. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 2 on the Team Score Sheet/Learning Guide.
6. Remind the students that at the end of the class, they will tally today's points and write them on the Team Score Sheet/Learning Guide as today's total.


Timing Goal: 20 minutes

The students practice blending sounds to say words.

Active Instruction

Skill Review

Say-It-Fast (optional review)

1. Have the students say words after listening to you stretch the sounds and slightly isolate each one. Use as many of the words below as you need. The words may or may not have the lesson letter sounds in them—this is practice in a skill used in sounding out words.

/s-t-ee-l/ steel	/r-i-dge/ ridge
/r-ou-n-d/ round	/s-m-i-le-d/ smiled
/kn-ow/ know	/h-e-dge/ hedge

Break-It-Down (optional review)

2. Say a word, and ask the students to repeat it. Then, the students say the word sound by sound. Provide support as needed.

fling /f-l-ing/	real /r-ea-l/
drain /d-r-ai-n/	noise /n-oi-se/
phone /ph-o-ne/	part p-art/

Take it down a notch: If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds,

Active Instruction
continued

The students review words with the *kn*, *wr*, and *qu* letter combinations.

include this extra step: after you say the word, have the students count the sounds they hear in it and then stretch the word to include that many sounds.

Letter/Sound Review

- Review the *kn* and *wr* letter combos. Remind the students that they have been learning some letter combos that have silent letters. One of these combos is the *kn* letter combo. Write the following words on the board, and read them aloud:

kneel knit know

As I read these words, I hear the /n/ sound at the beginning of each one. The letter *k* in the letter combo is a silent letter.

Hold up the key card for the letter combo *kn*.

This key card helps me remember that this letter combo stands for the /n/ sound. What is this picture? Say it with me. *Knight*. Whenever I see the letter combo *kn* in my reading, I think of this picture and say to myself *kn*ight. It helps me to remember that the *kn* letter combo stands for the /n/ sound like in *kn*ight.

Read the sentence on the back of the key card aloud. Have the students tap when they hear the /n/ sound. Point out that each time they hear the /n/ sound in this sentence, it is spelled with the *kn* letter combo.

Write the following words on the board, and read them aloud:

wreck wrench wreath

As I read these words, I hear the same /r/ sound at the beginning of each one. The letter *w* is a silent letter.

- Hold up the key card for the letter combo *wr*.

This key card helps me remember that this letter combo stands for the /r/ sound. What is this picture? Say it with me. *Write*. Whenever I see the letter combo *wr* in my reading, I think of this picture and say to myself *wr*ite. It helps me to remember that the *wr* letter combo stands for the /r/ sound like in *wr*ite.

Read the sentence on the back of the key card aloud. Have the students tap when they hear the /r/ sound.

- Hold up the key card for the letter combo *qu*.

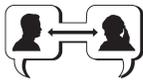
This is the key card for *qu*. What is this picture? Say it with me. *Queen*. The letter combo *qu* stands for the /qu/ sound like in the beginning of the word *qu*een.

Read the sentence on the back of the key card aloud. Have the students tap when they hear the /qu/ sound. Point out that each time they hear the /qu/ sound in this sentence it is spelled with the letters *qu*.

Active Instruction

continued

Teacher presents letters/sounds using key cards.



The students practice using clues to predict the topic.

Skill Instruction

1. Refer to the reading goal, and tell the students that today they will learn another letter combo that can stand for the long /a/ sound.

Hold up the key card for the *igh* letter combo.

This is the key card for the letter combo *igh*. There are four letters in this combo that together stand for the long /a/ sound. What is this picture? Say it with me. *Eight*. Can you hear the long /a/ sound of the letter combo in this word? *Eight...eight*.

Read the sentence on the back of the key card aloud. Have the students tap when they hear the long /a/ sound. Point out that each time they hear the long /a/ sound in this sentence it is spelled with the letters *igh*.

2. Write the following words on the board. Read the first two words aloud, emphasizing the long /a/ sound. Have partners work together to blend the sounds together and read the next two words with the *igh* letter combo.

eight neighbor
weigh sleigh

Use **Numbered Heads** to share responses.

Build Background

1. Refer the students to the story in their student editions, and have them turn to chapter 2. Read the title: "Sights of London." Use **Think-Pair-Share** to ask:

If you want to guess what a chapter is about before you read it, what clues can you use?

You can look at the chapter title and at the pictures.

2. Have partners preview chapter 2 and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity.

English Language Learners

Display pictures or act out new vocabulary words or concepts that may be unfamiliar.

Have partners discuss pictures in the story to clarify words and to give opportunities for ELL students to use this new vocabulary.

Ask partners to think of synonyms or antonyms for new words.

Pair ELL students with the students who are more familiar with the vocabulary.

Have the students share how to say new vocabulary words in different languages.

.....

Active Instruction
continued

.....▶

Teacher models clarifying strategies.

Listening Comprehension

1. Read the introduction to chapter 2, “Sights of London,” aloud.

Introduction

The large island of Great Britain includes England, Scotland, and Wales. The Blue Knights have landed at Gatwick Airport just outside London, the capital city of England.

As I read, I am going to continue to be on the lookout for words with the letter combos that we’ve just reviewed and for letter combinations that I’ve already learned.

2. Begin reading “Sights of London” aloud. Pause to model clarifying the word *write*.

I need to figure out this word. I see it begins with the *wr* letter combo. We learned that these letters together stand for the /r/ sound because the *w* is silent. I also see that it ends with an *e*. I think that is a silent *e* so the *i* in the middle says its name. I’ll try sounding it out. /wr-i-te; write/. That is a word. I’ll try it in the sentence. “What did he write on that sign?” Yes, that makes sense.

Continue reading and pause at the word *squinted* to model clarifying the word.

Hmm. Here is another word I don’t recognize. Are there any familiar letter combos in it? There is an *-ed* at the end. I’ll cover that up and sound out the rest of the word. /s-s/. Wait. I see the letters *qu*. I know they stand for the /qu/ sound like in *queen*. /s-qu-i-n-t; squint/. Now I’ll add the *-ed* at the end. *Squinted*. “Alex squinted.” That makes sense because he is probably trying to see the sign. Knowing the sound for the *qu* letter combo and the *-ed* ending helped me figure out that word.

Continue reading the second section, and pause at the word *eight*. Use a Think Aloud to model identifying the *igh* letter combo.

Hmm. What is this word? Are there any word parts I recognize? Wait. I think this has the letter combo we just learned. I remember that *igh* can stand for the long /a/ sound. I’ll try blending the sounds. /eigh-t; eight/. Yes, that is a word. I’ll try it in the sentence: “The Blue Knights went up eight steps.” Yes, that makes sense.

3. After you have finished modeling the skills, read the sections again to model fluency and so the students can focus on comprehension.

Active Instruction

continued

Word List 2 Introduction

1. Display and introduce List 2. Remind the students that green words are phonetically regular words that include the letters and sounds that you have presented. Red words are sight words.

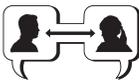
Word List 2	
Green Words	
airport	palace
write	eight
wanted	changing
queen	quarters
Red Words	
sign	guard
guide	

Stretch and Read

2. Introduce the phonetically regular words—the green words—on List 2.

Here are words that you will meet in your reading today. Let's get ready to read by practicing these words. We'll do this by using different strategies. First, let's sound out the green words—the words you can stretch and read. Say each word slowly, stretching the sounds so I can hear each one as I draw my hand under the word. Then say it fast to pronounce the word.

Sound out the green words on List 2 with your students. As you do this exercise, select the words randomly rather than in any particular order.



Use **Think-Pair-Share** to ask:

Are there words on the word list that have the *wr* letter combo?

The word write.

Are there words on the list that have the *qu* letter combo?

The words queen and quarters.

Say-Spell-Say

3. Introduce the sight words—the red words—on List 2.

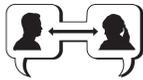
Now let's read the red words in our book today. You may not know the sounds in these words, or it may be difficult to stretch and read even if you know the sounds.

As I point to the word, say it, then spell it, then say it again.

Randomly point to words and have the students read the words as a group. Stretch or say spell say words that the students miss.

.....▶
Timing Goal: 20 minutes

.....▶
The students read and clarify unfamiliar words and retell events.



.....▶
The students practice using context clues.

.....▶
The students discuss questions about the reading and individually write the answer to a question.

Teamwork

Partner Reading

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don't know: sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.

2. Have the students read:

“Sights of London” aloud with partners.

3. As partners work together, circulate to prompt and reinforce the students' efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Encourage them to mark words they cannot clarify with a sticky note.
4. When the students are finished reading and clarifying the passage, do a **Think-Pair-Share** exercise:

Talk to your partner about a word you had trouble with (a sticky note word). How did you figure it out? Were there letter combos that you recognized?

Answers will vary.

Ask several students to share their discussion with the class.
Celebrate the students' successful reading of the passage.

Word Work

5. Have the students turn to the Word Work activity for Day 2. Tell the students how to complete the activity. They will read the sentence and write the word from Word List 2 that makes the most sense in the sentence.

We use a pen to _____ the letter. *[write or sign]*

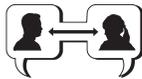
6. Have the students complete the activity. When they are done, partners can check each other's work.

Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write one or two sentences to answer question 1.

Teamwork
continued

Timing Goal: 10 minutes



The students study their words lists by visualizing each word.

Team Talk Questions

1. How did the Blue Knights get into the city? (write)
The Blue Knights got on a bus with two decks to get to the city.
2. How is driving in London different from driving in the U.S.?
In London they drive on the left side of the street. In the U.S. we drive on the right side.

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.
2. Use **Think-Pair-Share** to ask:

Did we answer Today’s Big Question?

Yes, people in London drive on the left side of the street. In the U.S. we drive on the right side. Cars and buses in London have steering wheels on the right side instead of the left.

What word was the hardest for you to read today?

Answers will vary.

What are two words that you read that have the letter combo *qu*?

The words queen, squinted, Quinn, and quarters.

What are two words that you read that have the *wr* letter combo?

The words Wright, write, and wrong.

Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe and model, if necessary, each of the steps below.

Time for Reflection
continued

The students write sentences.

For each word on List 2:

- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and picture the word **written on an egg**.
- Open your eyes, and look at the word again to see if you were right.
- Cover up the word, and write it down.
- Check to see if you spelled the word correctly.

Repeat these steps until you can spell the word without any help.

Dictation

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.

I know eight ways to eat eggs.

Write a note to the queen.

A hard question was on the quiz.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

He wanted two quarters to buy a guide.

Take it down a notch: Have the students write individual words.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*know, eight, write, note, queen, hard, question, quiz*) while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.
3. Display the transparency of the Team Score Sheet/Learning Guide. Refer the students to the box for Dictation under Day 2. Tell the students that if their partner has written the sentences correctly, they can initial in this box next to their partner's name. Circulate and circle 5 points on the Team Score Sheet/Learning Guide for sentences that are written correctly.
4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the space for today's total. Refer to this space on the Team Score Sheet/Learning Guide under Day 2.

Homework

1. Refer the students to the homework for Day 2. Explain that they will practice reading the words on Word List 2.

• • • • •
Time for Reflection

continued

Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the list of words correctly, have the listener initial a circle.

2. Tell the students that they will also practice reading “Sights of London.”

The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or adult for help, to figure out the words you have underlined. Then reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

3. Go over the Quick Erase activity on the homework page for your students.

For this activity, your job is to change one letter at a time to make a new word. Be sure you can pronounce the words you make.

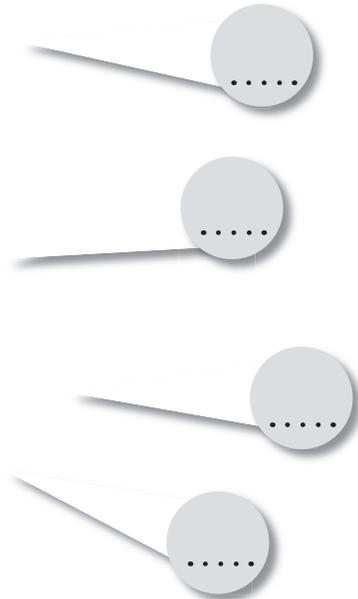
Day 2 | Student Homework

Day 2 Homework

1

Practice reading the words in Word List 2. Have someone initial in a circle each time you read all the words on lists 1 and 2 correctly.

Word List 1		Word List 2	
Green Words		Green Words	
knight	real	airport	palace
quiz	wrong	write	eight
questions	know	wanted	changing
quest	solid	queen	quarters
Red Words		Red Words	
would		sign	guard
answer		guide	



2

Practice reading "Sights of London." Have someone initial in a box each time you read the passage correctly and smoothly.



3

Play Quick Erase. Make a new word by changing one letter or letter combo at a time. Be sure you can pronounce the new words you make.

knit _____



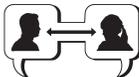
Unit 14 | Day 3

Listening Comprehension: first two sections of chapter 3

Partner Reading: chapter 3: "Tower Bridge"

.....▶
Timing Goal: 10 minutes

.....▶
Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.



.....▶
The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.

Teacher Background

Mr. Wright squeezes the Blue Knights into a small car and takes them to see some more sights of London. They climb the steps at Tower Bridge and also get a bird's-eye view of the city on the observation wheel, the London Eye.

Set the Stage

1. Post and present the Reading Goal and Today's Big Question.

Reading Goal:

Today we will practice figuring out words by looking for familiar letter combos.

Today's Big Question:

What is the London Eye?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.
3. Have the students turn to their Map It Out sheets and review their goals for this unit. Use **Think-Pair-Share** to ask:

Do you think you are making progress toward your goal?

Looking at the Toll Booth for this unit, are you able to say the sounds for all the letter combinations? Which ones will you need to work on?

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide.
2. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 3 on the Team Score Sheet/Learning Guide next to their partner's name.

Set the Stage
continued

3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.
4. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all the words, the partners initial the Word List box for Day 3 next to the partner's name. Have partners read the words on Word List 2 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 3 on their Team Score Sheet/Learning Guide. Have partners also check their partner's Quick Erase words.
5. Have partners read the homework passage from the reading to each other.

The goal is to read the words in the passage correctly, smoothly, and with expression. If it is smooth, you are reading it quickly and the words sound connected like speech. If it is expressive, it sounds interesting, shows emotion, and would entertain an audience.

Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 3 on the Team Score Sheet/Learning Guide.

6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide.

Active Instruction

Skill Review

Break-It-Down (optional review)

1. Say a word, and ask the students to repeat it. Then, have the students say the word sound by sound. Provide support as needed.

quickly /qu-i-ck-l-y/	driving /d-r-i-v-ing/	homes /h-o-me-s/
after /a-f-t-er/	afraid /a-f-r-ai-d/	solid /s-o-l-i-d/

Take it down a notch: If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds, include this extra step: after you say the word, have the students count the sounds they hear in it and then stretch the word to include that many sounds.

Timing Goal: 20 minutes

The students practice blending letter sounds.

.....

Active Instruction
continued

.....▶

The students review *ay*, *eigh*, and *ai* letter combinations.



Letter/Sound Review

2. Review three letter combos that stand for the same long /a/ sound.

Remind the students that when they are reading and come to a word they do not know, one of the clarifying strategies is to look for word parts that are familiar. Write the following words on the board:

say pay always today

Use **Think-Pair-Share** to ask:

What familiar letter combo can you spot in these words?

The ay letter combo.

What sound does the *ay* letter combo stand for?

The long a sound.

Have partners work together to pronounce the words. Use **Numbered Heads** to share responses.

3. Write the following words on the board:

praise rain painting mail

Use **Think-Pair-Share** to ask:

What familiar letter combo can you spot in these words?

The ai letter combo.

What sound does the *ai* letter combo stand for?

The long /a/ sound.

Have partners work together to pronounce the words. Use **Numbered Heads** to share responses.

4. Write the following words on the board:

weigh freight eighteen

Use **Think-Pair-Share** to ask:

What familiar letter combo can you spot in these words?

The eigh letter combo.

What sound does the *eigh* letter combo stand for?

The long /a/ sound.

Have partners work together to pronounce the words. Use **Numbered Heads** to share responses.

Skill Instruction

1. Display the three key cards for the letter combos *ay*, *ai*, and *eigh*. Have the students say the pictured words with you.

What sound do you hear repeated in the words *spray*, *train*, and *eight*?

The long /a/ sound.

.....▶

Teacher presents letter combinations/sounds using key cards.

Active Instruction
continued

Remind the students that all three letter combos they have reviewed stand for the same sound, the long /a/ sound.

2. Read the following words, and have the students give thumbs up if they hear the long /a/ sound in the word and thumbs down if they do not.

last <i>[thumbs down]</i>	tray <i>[thumbs up]</i>
trap <i>[thumbs down]</i>	plains <i>[thumbs up]</i>
sleigh <i>[thumbs up]</i>	maybe <i>[thumbs up]</i>

Show You Know It

3. Refer the students to the following chart and sentences in their student editions. Have partners work together to read the sentences and identify words with the *ay*, *ai*, and *igh* letter combos. Have them list these words in the correct columns of the chart.

ay	ai	igh	
			I will pay you for eight days of work.
			She weighs the clay the same way every day.
			The main sail of the ship was gray.

Use **Numbered Heads** to share responses, and write them on the board.



Build Background

1. Refer the students to the reading in their student editions, and have them turn to chapter 3. Read the title: "Tower Bridge."
2. Have partners preview the reading and discuss what they think it might be about. You may also want to practice previewing and making a prediction as a whole-class activity. Use **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make their predictions such as the title or pictures. The students will probably predict that the reading is about the Blue Knights visiting the bridge pictured in the story and perhaps a Ferris wheel.
3. Use **Numbered Heads** to share the students' background knowledge and questions concerning the topic such as: *What is special about Tower Bridge? Why do people like to go to high places? What is the London Eye in the picture? Why is it called an Eye?*

The students practice using clues to predict the topic.

Partner and class discussions activate background knowledge and establish a purpose for reading.

Active Instruction

continued

Teacher models clarifying strategies.

Listening Comprehension

1. Read the introduction to “Tower Bridge” aloud.

Introduction

In two days the Blue Knights and the British team will go head to head in the first round of the quiz show. They will be taping the show in the Garden Theater in London. The Blue Knights have been practicing rounds of questions in their hotel room to prepare for the competition. Now it is time for a break. With Mr. Wright as their guide, the Blue Knights go to see some more sights of London.

2. Tell the students that you are going to keep in mind the letter combos you have learned to help you figure out words as you read.
3. Read the first section of the chapter. Pause at the word *squeezed* to model clarifying.

Hmm. I don't know this word. Let me look at it closely. Are there any familiar letter combos? Wait. I see the *ee* combo. It stands for the /ee/ sound like in *feet*. I also see the *-ed* ending. I'll try sounding it out. /s-s-/ Wait. The next two letters are the *qu* letter combo. They stand for the /qu/ sound like in *queen*. /s-qu-ee-z-ed; squeezed/. Recognizing the letter combos and the *-ed* ending helped me sound it out. “I feel like my brain is squeezed dry.” Yes, that makes sense. Sometimes I feel like that too.

Continue reading, and pause at the word *quit*. Model clarifying the word.

This short word begins with the *qu* letter combo we just reviewed. I think I can sound it out. /qu-i-t; quit/. *Quit* is a word. I'll see if that makes sense in the sentence. “Let's quit for a while.” Yes, it makes sense. That word was easy to figure out.

Continue reading the second section. Pause at the word *squeezed* to note that it is the same word you clarified in the first section. Also point out that figuring out the word *squeeze* helps you understand the picture and the caption.

4. After you have finished modeling clarifying, read the sections again to model fluency and so the students can focus on comprehension.

Word List Introduction**Stretch and Read**

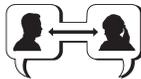
1. Display List 3. Green words are phonetically regular words that include the letters and sounds that you have presented. Red words are sight words.

.....
Active Instruction
 continued

2. Introduce the phonetically regular words—the green words—on List 3.

Here are words that you will meet in your reading today. Let's get ready to read by practicing these words. We'll do this by using different strategies. First, let's sound out the green words—the words you can stretch and read. Say each word slowly, stretching the sounds so I can hear each one as I draw my hand under the word. Then say it fast to pronounce the word.

Word List 3	
Green Words	
squeezed	weigh
quit	quiet
square	knees
tower	knot
Red Words	
eye	door
because	



As you do this exercise, select the words randomly rather than in any particular order. Use **Think-Pair-Share** to ask:

Are there words on the word list that have the *qu* letter combo like in *queen*?

The words quit, quiet, squeezed, and square.

What words have the *kn* letter combo like in *knight*?

The words knees and knot.

Are there any words with the *eigh* letter combo like in *eight*?

The word weigh.

Say-Spell-Say

3. Introduce the sight words—the red words—on the lists.

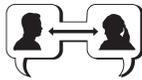
Now let's read the red words in our book today. You may not know the sounds in these words, or it may be difficult to stretch and read even if you know the sounds.

After I point to and say the word, we will say it together, spell it together, and then say it again.

Randomly point to words, and have the students read any words from earlier lists that still give them difficulty.

.....▶
Timing Goal: 20 minutes

.....▶
The students read, clarify unfamiliar words, and practice retelling events.



.....▶
The students practice composing sentences using new words.



.....▶
The students discuss questions about the reading and individually write the answer to a question.

Teamwork

Partner Reading

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don't know: sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.

2. Have the students read:

“Tower Bridge” aloud with partners.

3. As partners work together, circulate to prompt and reinforce the students' efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Also, remind them to retell what happened after reading each section aloud.

4. When the students are finished reading and clarifying the passage, do a **Think-Pair-Share** exercise:

Talk to your partner about a word you had trouble with (sticky note word). How did you figure it out? Did you use clues in the sentence?

Answers will vary.

Ask several students to share their discussion with the class.

Word Work

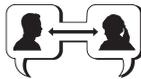
5. Have partners choose a picture from the story and write a sentence about it using one or more words from the word lists. Use **Numbered Heads** to have partners share their sentences.

Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 1.

Teamwork
continued

Timing Goal: 10 minutes



The students study their words lists by visualizing each word.

Team Talk Questions

1. What was at the top of Tower Bridge? (write)
There was a walk between the two towers at the top of the bridge.
2. What is the London Eye?
The London Eye is a big Ferris wheel that people can get on and ride to the top. It is on the edge of the Thames River.

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.
2. Use **Think-Pair-Share** to ask:

Did we answer Today's Big Question?

Yes. The London Eye is a big Ferris wheel that people get on.

Why do you think they call it the London Eye?

Accept reasonable responses. For example, they might call it the Eye because when you get to the top you can see really far. It's like having an eye in the sky and seeing the city below you.

What word was the hardest for you to read today?

Answers will vary.

Did you use your key cards today to help you remember letter combo sounds?

Answers will vary

Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe or model, if necessary, each of the steps below.


Time for Reflection

continued

For each word on List 3:

- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and picture the word **written on a cloud**.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word and write it down.
- Check to see if you spelled the word correctly.

Repeat these steps until you can spell the word without any help.

Dictation

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.

He wanted to weigh the bag.

What was wrong with the queen?

The palace was quiet.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

She said to quit changing all the answers.

Take it down a notch: Write one of the sentences on the board with a spelling error. Have partners decide which word is spelled incorrectly and correct the error.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*wanted, weight, wrong, queen, palace, quiet*) while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.
3. Refer the students to the box for Dictation under Day 3 on the Team Score Sheet/Learning Guide. Tell the students that if their partner has written the sentences correctly, they can initial this box next to their partner's name. Circulate and circle 5 points on the Team Score Sheet/Learning Guide for sentences written correctly.
4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today's total. Refer to this space on the Team Score Sheet/Learning Guide under Day 3. Explain that each day teams will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.



The students write sentences.

Time for Reflection
continued

Homework

1. Refer the students to the homework for Day 3. Explain that they will practice reading the words on Word List 3.

Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the words on Word Lists 1, 2, and 3 correctly, have the listener initial a circle.

2. Tell the students that they will also practice reading “Tower Bridge.”

The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or adult for help, to figure out the words you have underlined. Then reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

3. Go over the homework activity.

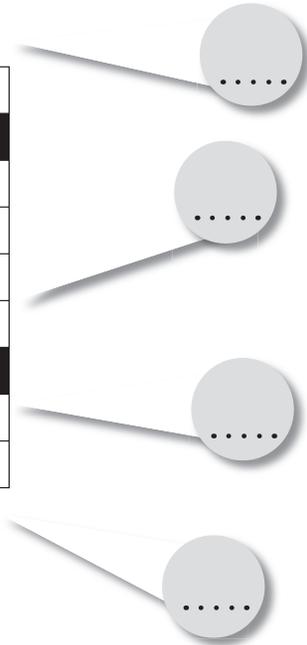
Your homework activity tonight is a fill-in-the-blank activity. For this activity, your job is to read each sentence and choose a word from Word List 3 that makes sense in the sentence. Write it in the blank.

Day 3 | Student Homework

Day 3 Homework

1 Practice reading the words in Word List 3. Have someone initial in a circle each time you read all the words on lists 1, 2, and 3 correctly.

Word List 1		Word List 2		Word List 3	
Green Words		Green Words		Green Words	
knights	real	airport	palace	squeezed	weigh
quiz	wrong	write	eight	quit	quiet
questions	know	wanted	changing	square	knees
quest	solid	queen	quarters	tower	knot
Red Words		Red Words		Red Words	
would		sign	guard	eye	door
answer		guide		because	



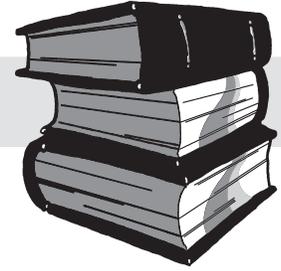
2 Practice reading "Tower Bridge." Have someone initial in a box each time you read the passage correctly and smoothly.



3 Fill in the blank. Choose the word from Word List 3 that makes the most sense in the sentence. Write it in the blank.

1. Keep an eye out for a red house.
2. She squeezed the juice from the orange.
3. There was a large knot in the rope.

Unit 14 | Day 4



Listening Comprehension: first two sections of chapter 4

Partner Reading: chapter 4: “The London Eye”

Teacher Background

Mr. Wright and the Blue Knights enter a glass pod on the London Eye. The great wheel slowly turns, carrying them 440 feet above London. From their vantage point, the Blue Knights spot Buckingham Palace, Big Ben, and Tower Bridge.

Set the Stage

1. Post and present the Reading Goal and Today’s Big Question.

Reading Goal:

Today we will practice figuring out words by looking for familiar letter combos.

Today’s Big Question:

What is the inside of a pod like?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.
3. Have the students turn to their Map It Out sheets and review their goals for the unit. Use **Think-Pair-Share** to ask:

Do you think you are making progress toward your goal?

Looking at the Toll Booth for unit 14, which word has the *igh* letter combo? Can you read it? Which words have the *wr* letter combo? Which words will you need to work on?

Homework Review

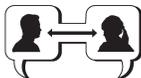
1. Have the students take out their homework and Team Score Sheet/Learning Guide.
2. Refer to the Homework box under Day 4. Tell the students that if their partner has his or her homework today, they will initial this



Timing Goal: 10 minutes



Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.



The students review their goals.

Set the Stage

continued

The students review their homework with their partners and use the Team Score Sheet/Learning Guide to track their daily progress.

Homework box under Day 4 on the Team Score Sheet/Learning Guide next to their partner's name.

3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.
4. Refer to the box for Word List under Day 4 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word list they practiced for homework. When the students successfully read all the words, the partners will initial the Word List box for Day 4 next to the partner's name. Have partners read the words on Word List 3 to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 4 on their Team Score Sheet/Learning Guide. Have partners also check their partner's fill-in-the-blank answers.
5. Have partners read the homework passage from the reading to each other.

The goal is to read the words in the passage correctly, smoothly, and with expression. If it is smooth, you are reading it quickly and the words sound connected like speech. If it is expressive, it sounds interesting, shows emotion, and would entertain an audience.

Circulate and listen to partner pairs as they read the passage. For the students who can read all of the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 4 on the Team Score Sheet/Learning Guide.

6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide.

Timing Goal: 20 minutes

Active Instruction

Skill Review

Say-It-Fast (optional review)

1. Say each sound in the words listed below. The students will blend the sounds to say the words.

/wr-i-nk-le/ wrinkle

/wr-ea-th/ wreath

/kn-a-ck/ knack

/th-r-ew/ threw

/s-qu-i-sh/ squish

/s-ou-th/ south

Active Instruction
continued

The students review words with the *-ind* and *-ild* word chunks.



Partner and class discussions activate background knowledge and establish a purpose for reading.

Break-It-Down (optional review)

- Say a word, and ask the students to repeat it. Then, the students will say the word sound by sound. Provide support as needed.

reach /r-ea-ch/

point /p-oi-n-t/

phone /ph-o-ne/

haunt /h-au-n-t/

short /sh-or-t/

spied /s-p-ie-d/

Take it down a notch: If the students have difficulty with this task, or if you are not sure that they can recognize individual sounds, include this extra step: after you say the word, have the students count the sounds they hear in it and then stretch the word to include that many sounds.

Letter/Sound Review

- Review the *-ind* and *-ild* letter groups.

Hold up the key card for the *-ind* word chunk.

What is this picture? *Find*. Say that with me. *Find*. This key card helps me remember the sound for the *-ind* word chunk. Whenever I see *-ind* together in my reading, I think of this picture and say to myself *find*. It helps me connect the word chunk to the sound, the /ind/ sound.

Hold up the key card for the *-ild* word chunk.

What is this picture? *Child*. Say that with me. *Child*. Whenever I see the word chunk *-ild* in my reading, I think of this picture and say to myself *child*. It helps me remember the sound for *-ild*, the /ild/ sound like in *child*.

Give Me Five

- Have partners use the *-ind* and *-ild* work chunks to make five words.

Tell your partner at least five words that end with the *-ind* word chunk or the *-ild* word chunk.

Use **Numbered Heads** to have some partners share their words with the class. Write them on the board.

Build Background

- Refer the students to the reading and have them turn to chapter 4. Read the title: “The London Eye.” Have the students work with their partners to predict what the chapter is about.
- Use **Numbered Heads** to share responses and write predictions on the board. Ask the students to explain what clues they used to make predictions.

Active Instruction

continued

Teacher models
clarifying strategies.

Timing Goal: 20 minutes

The students read, clarify
unfamiliar words, and practice
reading fluently.

Listening Comprehension

1. Read the introduction to chapter 4, “The London Eye,” aloud.

Introduction

The Blue Knights are about to take a ride on The London Eye, one of the tallest observation wheels in the world. It is over 440 feet high and can carry 800 passengers at a time in its 32 air-conditioned pods. The view from the top of the London Eye on a clear day is 25 miles.

2. Tell the students that if you come to a word you don't know, you are going to break it into chunks, look for familiar letter combos, and blend the sounds to figure out the word.
3. Read the first section of “The London Eye” aloud. Pause at the words *questions* and *queen* to model identifying the letter combo *qu* and blending the /qu/ sound to say the word.

Continue on to the second section and use a Think Aloud to ask yourself questions about the meaning of the text as you read each sentence.

How are the cables like spokes on a bike wheel? I see the caption on the picture says *cables*. Oh, I see. There are cables going out from the middle of the wheel. It does look like a bike wheel.

Hmm. I wonder what the wheel is made of. It has to be some kind of strong metal, so it is probably really heavy.

I think 1,600 tons is a lot of weight. But I wonder how much a tall building weighs. Would a building 440 feet tall weigh more than the wheel?

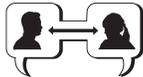
Point out that pausing to ask yourself questions and looking at the pictures and captions helped you better understand the meaning of the text.

4. Read the two sections again to model fluency and so the students can focus on comprehension.

Teamwork**Partner Reading**

1. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don't know: sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several

Teamwork
continued



- times. Point out that asking themselves questions after each sentence can help them better understand the meaning of what they read.
2. Have the students read:

“The London Eye” aloud with partners.

2. As partners work together, circulate to prompt and reinforce the students’ efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Also remind them to retell what happened after reading each section aloud.

3. When the students are finished reading and clarifying the passage, use **Think-Pair-Share** to ask:

What words did you have trouble with (sticky note words). How did you figure each word out? Did you look for familiar chunks? Did you check your key card sheet? Did you use clues in the sentence? Talk to your partner about what clues you used to figure out the word.

Answers will vary.

Ask several students to share their discussion with the class.

4. When the students are finished reading the passage, Use **Think-Pair-Share** to ask:

Does reading the text several times help you read it more smoothly?

Does it help you understand the text in a different way?

Answers will vary.

Ask several students to share their discussion with the class.

Word Work

5. Have the students turn to the Word Work activity for Day 4. Tell the students how to complete the activity. They will read the sentence and write the word from Word List 3 that makes the most sense in the sentence.

They will _____ the fruit to find out the price. [*weigh*]

6. Have the students complete the activity. When they are done, partners can check each other’s work.

Team Discussion

1. Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after

The students practice using context clues.

The students discuss questions about the reading and individually write the answer to a question.

Teamwork
continued

discussing the questions with their teams, they will write a sentence or two to answer question 2.

Team Talk Questions

1. What is the inside of a pod like?

The inside of the pod has a bench in the middle and glass on all sides. It holds more than eight people.

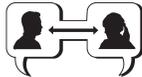
2. What did the Blue Knights see from the pod? (write)

The Blue Knights saw the queen's palace and Tower Bridge. They saw Big Ben.

2. As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.

Take it down a notch: Have the students answer the Team Talk questions verbally.

Timing Goal: 10 minutes



Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 2. Elicit answers to question 1, and ask if anyone answered differently.
2. Use **Think-Pair-Share** to ask:

Did we answer Today's Big Question?

Yes, the Blue Knights saw the clock tower called Big Ben, the queen's palace, Tower Bridge, and the bridges across the Thames River.

Why do you think Knox had a knot in his gut? Do you know people who have that reaction to heights?

Answers will vary.

3. Ask any other questions that you think will help the students think about their own thinking, such as:

Did looking for familiar word chunks and letter combos help you sound out words today?

Answers will vary.

Did you refer to your key card sheet today? Did it help you figure out words?

Answers will vary.

.....

Time for Reflection
continued

.....▶

The students study their words lists by visualizing each word.

.....▶

The students write sentences.

Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe or model, if necessary, each of the steps below.

For each red word on Lists 1, 2, and 3:

- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and picture the word **spelled out in banana peels**.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.

Repeat these steps until you can spell the word without any help.

Dictation

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.

He quit changing his mind.

The knight was on his knees by the tower.

She made a square knot in the rope.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

He was quiet when he squeezed in the door.

Take it down a notch: Write one of the sentences on the board with a spelling error and have the partners discuss what they should change to make the sentence correct.

2. When the students have finished writing, have them exchange student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*quit, changing, mind, knight, knees, tower, square, knot, rope*) while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.
3. Refer the students to the box for Dictation under Day 4. Tell the students that if their partner has written the sentences correctly, they can initial in this box next to their partner's name. Circulate and circle 5 points on the Team Score Sheet/Learning Guide for sentences written correctly.

Time for Reflection

continued

4. Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today's total. Refer to the spaces on the Team Score Sheet/Learning Guide under Day 4. Explain that each day team members will add up their points. At the end of the unit some teams will be good teams, some will be great teams, and some will be super teams.

Homework

1. Refer the students to the homework for Day 4. Explain that they will practice reading the words on all three word lists.

Read the words at home tonight until you can read them all correctly. Have someone listen to you read. Each time you read the words on lists 1, 2, and 3 correctly, have the listener initial a circle.

2. Tell the students that they will also practice reading "The London Eye."

The first time you read the passage, underline any words you have trouble with. You will then use strategies, such as sounding out the word, looking at context clues, and asking a friend or adult for help, to figure out the words you have underlined. Then reread the passage until you can read it smoothly without making mistakes. Have someone listen to you read the passage and initial a box each time you read it correctly and smoothly. Part of your test at the end of this unit will be to read a similar passage with some of the same words and answer questions about it.

3. Go over the sentence activity on the homework page for your students.

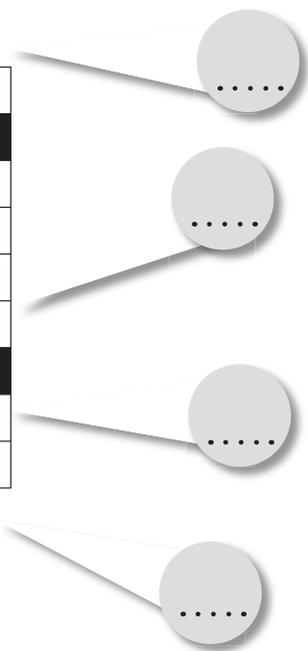
For this activity, your job is to choose a picture from the story and write a sentence about it using one or more words from the word lists. Write the sentence in the blank.

Day 4 | Student Homework

Day 4 Homework

1 Practice reading the words in Word Lists 1, 2, and 3. Have someone initial in a circle each time you read all the words on lists 1, 2, and 3 correctly.

Word List 1		Word List 2		Word List 3	
Green Words		Green Words		Green Words	
knight	real	airport	palace	squeezed	weigh
quiz	wrong	write	eight	quit	quiet
questions	know	wanted	changing	square	knees
quest	solid	queen	quarters	tower	knot
Red Words		Red Words		Red Words	
would		sign	guard	eye	door
answer		guide		because	



2 Practice reading "The London Eye." Have someone initial in a box each time you read the passage correctly and smoothly.



3 Choose a picture from the reading. Write a sentence about the picture using one or more of the words from your word lists.



Unit 14 | Day 5

Listening Comprehension: first two sections of chapter 5

Partner Reading: chapter 5: "Quiz Show"

Teacher Background

Mr. Wright drives the Blue Knights to the Garden Theater where the quiz show will be taped. They enter through the stage door and are directed to a dressing room. To prepare for the show, the team goes over their notes and members ask one another questions to stay sharp. Then Quinn suggests that they slip down to the theater to see the size of the audience. They are surprised to see a very large crowd waiting for the show to begin.

Set the Stage

1. Post and present the Reading Goal and Today's Big Question.

Reading Goal:

Today we will practice figuring out words by looking for familiar letter combos.

Today's Big Question

What advantage does a home team have over a visiting team?

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.
3. Have the students turn to their Map It Out sheets and review their goals for the unit. Use **Think-Pair-Share** to ask:

Do you think you are making progress toward your goal?

Looking at the Toll Booth for unit 14, are there any letter combinations that you do not know? Which letter combinations will you need to work on?

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide.



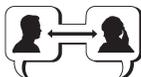
Timing Goal: 10 minutes



Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.



The students review their goals.



Set the Stage

continued

The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.

2. Refer to the Homework box under Day 5. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 5 on the Team Score Sheet/Learning Guide next to their partner's name.
3. Remind the students that the Team Score Sheet/Learning Guide also has boxes for Word List, Passage, and Dictation. Each day as their partners successfully complete each activity, the students will initial these boxes.
4. Refer to the box for Word List under Day 5 on the Team Score Sheet/Learning Guide. Tell the students that partners will read to each other the word lists they practiced for homework. When the students successfully read all the words, the partners will initial the Word List box for Day 5 next to the partner's name. Have partners read the word lists to each other. Circulate and listen to partner pairs as they read the word list. For the students who have their homework and can successfully read all the words, circle 5 points in the Teacher column next to Homework and Word List for Day 5 on their Team Score Sheet/Learning Guide. Have partners also check their partner's sentences.
5. Have partners read the homework passage from the reading to each other. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no mistakes, circle 5 points in the Teacher column next to Passage for Day 5 on the Team Score Sheet/Learning Guide.
6. Remind the students that at the end of the class, they will tally their points for the day and write them on the Team Score Sheet/Learning Guide. At the end of the unit, they will add up their daily points to get their unit scores. Remind the students that explaining their ideas to each other will improve their total scores and earn them a spot as a good, great, or super team.
7. The students who complete their work early can practice the word lists. Remind them that they must be able to read and spell the words for the cycle test.

Active Instruction

Skill Review

Say-It-Fast (optional review)

1. Say each sound in the words listed below. The students will blend the sounds into words.

/k-i-n-d/ kind

/w-i-l-d/ wild

/l-ar-ge/ large

/b-ea-s-t/ beast

/s-oo-n-er/ sooner

/w-a-ke/ wake

Timing Goal: 20 minutes

.....

Active Instruction
continued

.....▶

The students review words with silent e.



Break-It-Down (optional review)

2. Say a word, and ask the students to repeat it. Then, the students will say the word sound by sound. Provide support as needed.

quaint /qu-ai-n-t/

sneak /s-n-ea-k/

knuckle /kn-u-ck-le/

wrench /wr-e-n-ch/

stray /s-t-r-ay/

freight /f-r-eigh-t/

Letter/Sound Review

3. Review how a silent *e* changes the sound of the vowel in a word.

Remind the students that a silent *e* makes the vowel before it say its name. Write the word *rat* on the board. Use **Think-Pair-Share** to ask:

If you add a silent *e* to the end of this word, what new word does it make?

The word rate.

Point out that the sound of the letter *a* in the word changes when there is a silent *e* at the end.

Listen to the sound of the *a* in these two words: /r-a-t/ /r-a-te/

The silent *e* at the end of the word tells me that the letter *a* says its name. /r-a-te/

Show the key cards for *a_e*, *i_e*, *o_e*, and *u_e*. Remind the students that the silent *e* in each of these letter combos means that the vowel says its name.

Hold up the key card for the *a_e* letter combo.

What is this picture? Say it with me. *Wave*. Remember that the silent *e* makes the *a* say its name. Do you hear the long /a/ sound? *Wave*.

Hold up the key card for the *i_e* letter combo.

What is this picture? Say it with me. *Bikes*. Remember that the silent *e* makes the *i* say its name. Do you hear the long /i/ sound? *Bikes*.

Hold up the key card for the *o_e* letter combo.

What is this picture? Say it with me. *Nose*. Remember that the silent *e* makes the *o* say its name. Do you hear the long /o/ sound? *Nose*.

Hold up the key card for the *u_e* letter combo.

What is this picture? Say it with me. *Cube*. Remember that the silent *e* makes the *u* say its name. Do you hear the long /u/ sound? *Cube*.

Active Instruction

continued



Partner and class discussions activate background knowledge and establish a purpose for reading.



Teacher models clarifying strategies.

Show You Know It

4. Refer the students to the list of words in their student editions. Have partners work together to add a silent *e* to each of the words and then pronounce the new words.
 1. scrap
 2. hid
 3. not
 4. us
 5. rag

Use **Numbered Heads** to have the students read the new words.

Build Background

1. Refer the students to the reading, and have them turn to chapter 5. Read the title: “Quiz Show.” Have the students work with their partners to predict what the chapter is about.
2. Use **Numbered Heads** to share responses, and write predictions on the board. Ask the students to explain what clues they used to make predictions.

Listening Comprehension

1. Read the introduction to chapter 5, “Quiz Show,” aloud.

Introduction

It is the day of the quiz show competition. The Blue Knights are nervous, but they think they have a good chance to beat the European team. Mr. Wright takes them to the London theater where the show will be taped.

2. Ask the students to describe the sequence of events in a typical quiz show. How would they expect the stage to be set up for a quiz show?
3. Tell the students that you are going to read aloud, and when you come to words you don’t know, you will look for familiar letter combos and blend sounds to pronounce the words.

Read the first section of “Quiz Show” aloud. Pause at the word *squished*, and model identifying a familiar letter combo and ending.

Hmm. I see that this word has the *-ed* ending. I’ll cover that up and see if there are any familiar letter combos in the rest of it. Wait. I see the *qu* letter combo. Those letters together stand for the /qu/ sound. I’ll try sounding it out. /s-qu-ish; squish/. Now I’ll add the *-ed* ending: *squished*. *The team squished in*. Yes, that makes sense.

Continue reading and pause again at the word *elbow*. Use a Think Aloud to model clarifying the word.

Active Instruction

continued

Hmm. I have never seen this word before. I'll look to see if there are any familiar letter combos in it. Isn't *ow* a letter combo? I think it is. I'll check my key card sheet. Yes, there it is on the sheet twice. This letter combo must stand for two different sounds. The picture on the first key card is *mow*... /ow/. Okay, I'll try that sound. /e-l-b-ow; elbow/. That is a word. But does it make sense in the sentence? "Not a lot of...elbow room in this car," said Knox. Yes, that must be right. Knox is saying that there isn't much room to move around in Mr. Wright's small car. Checking the key card sheet helped me remember the sound for *ow* and figure out *elbow*.

Continue reading the second section. Pause at the word *narrow* to model clarifying. Point out that this word also has the *ow* letter combo.

I don't know this word, but I see that *ow* letter combo at the end like in *elbow*. I think I can sound this out. /n-a-rr-ow; narrow/. That is a word. *Narrow* means skinny. Now I'll try it in the sentence: "He drove them down a...narrow street." Yes, that makes sense. It was a skinny street. That is what it looks like in the picture.

Continue reading, and pause at the word *because*. Point out that it is a long word, but you know it because it is on the list of red words. Practicing the word list has made you familiar with this word.

4. After modeling clarifying, reread the two sections to model fluency and so the students can focus on comprehension.

Timing Goal: 20 minutes

The students read, clarify unfamiliar words, and practice reading fluently.

Teamwork

Partner Reading

1. Explain to the students that reading involves more than simply being able to recognize different words. It is also important to be able to read automatically and smoothly. When they reach a point where they can read something automatically and with expression (or fluently), it will be easier to think about the meaning of what they read.
2. Prepare the students for partner reading. Review the word strategies that partners can use when they come to a word in the book that they don't know: look for familiar letter combos, check the key card sheet, sound it out, look for context clues, look at the pictures, or ask for help. Remind the partners to take turns reading the passage and retelling each section. Remind them to read the passage several times.
3. Have the students read:

"Quiz Show" aloud with partners.

Teamwork
continued



The students practice using context clues.

The students discuss questions about the reading and individually write the answer to a question.

- As partners work together, circulate to prompt and reinforce the students' efforts to clarify what they read. Remind them to sound words out, look for context clues, look at the pictures, or ask for help. Also remind them to retell what happened after reading each section aloud.
- When the students are finished reading and clarifying the passage, use **Think-Pair-Share** to ask:

What word did you have trouble with (sticky note word)? How did you figure it out? Talk to your partner about what clues you used to figure out the word.

Answers will vary.

Ask several students to share their discussion with the class.

Word Work

- Have the students turn to the Word Work activity for Day 5. Tell the students how to complete the activity. They will read the sentence and write the word from Word List 3 that makes the most sense in the sentence.

The car was small _____ it had to fit in narrow streets. [*because*]

- Have the students complete the activity. When they are done, partners can check each other's work.

Team Discussion

- Refer the students to the Team Talk questions in their student editions, and read them aloud. Tell the students that they will talk with their teams about the answers. Tell the students that after discussing the questions with their teams, they will write a sentence or two to answer question 1.

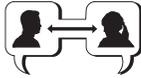
Team Talk Questions

- How did the Blue Knights get in to the Garden Theater? (write)
The Blue Knights went in the stage door (or the back way).
- What advantage does a home team have over a visiting team?
A home team usually has a lot of people cheering for them. If the game or contest is in their town, they feel more at home and familiar with things. A visiting team is in a new place. Not as many of their fans are there.

- As the students discuss the questions, circulate through the classroom to conduct informal comprehension checks. Listen to team discussions, and offer hints and suggestions.



Timing Goal: 10 minutes



Time for Reflection

Class Discussion

1. When the students have completed their team discussions and written their answers, review the answers with the class. Use **Numbered Heads** to have the students read their answers to question 1. Elicit answers to question 2, and ask if anyone answered differently.
2. Use **Think-Pair-Share** to ask:

Did we answer Today's Big Question?

Yes, the home team has an advantage because they usually have more fans to support them and are familiar with the surroundings. The visiting team has to get used to things.

Do you predict that the Blue Knights will win the quiz show?

Accept reasonable responses.

Are you spotting familiar letter combos more quickly than you used to?

Answers will vary.

Are you finding that you don't have to check the key card sheet as often as you used to?

Answers will vary.

Word List Practice

1. Explain to the students that this is their opportunity to study the words on their word lists. Describe or model, if necessary, each of the steps below.

For each word that you are still not sure how to spell:

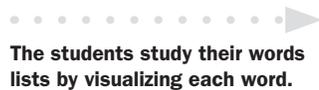
- Look at it, pronounce it, and say the names of its letters.
- Close your eyes, and picture the word **written on the side of a ship**.
- Open your eyes, and look at the word again to see if you were right.
- Look away from the word, and write it down.
- Check to see if you spelled the word correctly.

Repeat these steps until you can spell the word without any help.

Review any words on the lists that are still difficult for your students. Point to the words randomly, and have students read them and spell them chorally.

Dictation

1. Read the sentences below. Have the students write them in the space for dictation in their student editions.



The students study their words lists by visualizing each word.



The students write sentences.

Time for Reflection
continued

He took the wrong plane at the airport.

Write your name in this square.

She will know what questions to ask.

Take it up a notch: Have the students write the three sentences plus the following challenge sentence:

He wanted to keep his eye on the eight knights.

- When the students have finished writing, have them exchange their student editions with their partners. Write the sentences on the board, and review the spelling of key words in the sentences (*wrong, plane, airport, write, name, square, know, questions*) while the students check their partner's spelling. Remind the students that, in addition to checking spelling, they should check that the first letter of the sentence is capitalized and that they end the sentence with a period or a question mark if it is a question.
- Refer the students to the box for Dictation under Day 5 on the Team Score Sheet/Learning Guide. Tell the students that if their partner has written the sentences correctly, they can initial in this box next to their partner's name. Circulate and circle 5 points on Team Score Sheet/Learning Guide for sentences written correctly.
- Remind the students to record the team cooperation points they have received today. Explain that all the points each team member earned today can be added up and written in the spaces for today's total. Refer to the spaces on the Team Score Sheet/Learning Guide under Day 5. Explain that each day team members will add up their points. At the end of the unit, some teams will be good teams, some will be great teams, and some will be super teams.

Homework

- Refer the students to the homework for Day 5. Explain that they will practice spelling the words on all three word lists.

Read the words at home tonight and practice spelling them all correctly. Have someone listen to you spell. Each time you spell the words on all the lists correctly, have the listener initial a circle.
- Remind the students that they will have a cycle test tomorrow. Tonight they will practice reading chapter 5 of the student reading correctly and smoothly.

Remember that part of your test tomorrow will be to read a similar passage with some of the same words and answer questions about it. If you are not yet reading this passage correctly and smoothly, keep practicing tonight.
- Go over the sentence activity on the homework page with your students.

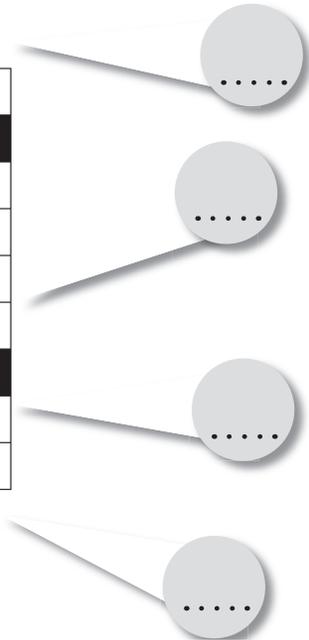
Your sentence activity tonight is to choose one picture from your reading and write a sentence about it. Use at least two words from your word lists.

Day 5 | Student Homework

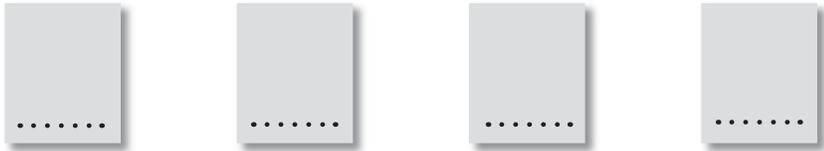
Day 5 Homework

1 Practice spelling the words in Word Lists 1, 2, and 3. Have someone initial in a circle each time you spell all the words on lists 1, 2, and 3 correctly.

Word List 1		Word List 2		Word List 3	
Green Words		Green Words		Green Words	
knights	real	airport	palace	squeezed	weigh
quiz	wrong	write	eight	quit	quiet
questions	know	wanted	changing	square	knees
quest	solid	queen	quarters	tower	knot
Red Words		Red Words		Red Words	
would		sign	guard	eye	door
answer		guide		because	



2 Practice reading "Quiz Show." Have someone initial in a box each time you read the passage correctly and smoothly.



3 Choose a picture from the reading. Write a sentence about the picture using at least two words from your word lists.

Unit 14 | Day 6



Timing Goal: 10 minutes

Praise the students for working toward the specific team cooperation goal. Award team cooperation points throughout the lesson.

The students review homework with their partners and use the Team Score Sheet/Learning Guide to track their progress.

Set the Stage

1. Post and present today's goals.

Goals:

1. We will take the cycle test.
2. We will celebrate our accomplishments.

2. Remind the students about the team cooperation goal that is their focus for this unit. Remind them that you will award up to 10 team cooperation points each day to teams whose members work toward this team cooperation goal.

Homework Review

1. Have the students take out their homework and Team Score Sheet/Learning Guide. Display the transparency of the Team Score Sheet/Learning Guide.
2. Refer to the Homework box under Day 6. Tell the students that if their partner has his or her homework today, they will initial this Homework box under Day 6 on the Team Score Sheet/Learning Guide next to their partner's name.
3. Refer to the box for Word List under Day 6 on the Team Score Sheet/Learning Guide. Tell the students that they will choose four words from the word lists and have their partners spell them. When the students successfully spell the words, the partners will initial the Word List box for Day 6 next to the partner's name. Circulate and listen to partner pairs as they spell words on the word list. For the students who have their homework and can successfully spell the four chosen words, circle 5 points in the Teacher column next to Homework and Word List for Day 6 on their Team Score Sheet/Learning Guide. Have partners also check their partner's Quick Erase words.
4. Have partners read the homework passage from the reading to each other. Indicate on the transparency the Passage box that the students will initial if their partners can read the passage smoothly with no mistakes. Circulate and listen to partner pairs as they read the passage. For the students who can read the passage smoothly with no

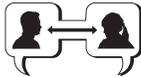
Set the Stage

continued

Timing Goal: 5 minutes

Timing Goal: 30 minutes

Timing Goal: 15 minutes



mistakes, circle 5 points in the Teacher column next to Passage for Day 6 on the Team Score Sheet/Learning Guide.

- The students who complete their work early can practice the word lists. Remind them that they must be able to read and spell the words for the cycle test.

Active Instruction

Prepare the Students for the Test

- Remind the students that the test is independent work. The students should not ask their partners for help as they read. Be sure that the word lists are not visible.
- Distribute the test, which includes space for spelling and writing dictated sentences, a test passage to read, a comprehension question, and a word activity section.

Cycle Test

- Conduct the spelling part of the test by reading the ten words from Word Lists 1, 2, and 3.
- When the spelling portion of the test is complete, continue to the dictation and read each sentence aloud to the students. When the students have completed the dictation sentences, they may begin working on their own. Review the directions with the students, and have them complete the rest of the test.
- When the students have finished, collect the tests. Tell the students that they will receive their scored tests during the next class.

Time for Reflection

Class Discussion

- Use **Think-Pair-Share** to ask questions that will help the students think about their own thinking such as:

Do you think practicing the passages from *Quiz Show in London* helped you read the test passage today? How?

Is figuring out the letter sounds getting easier for you?

Are you beginning to recognize letter combinations right away?

Is retelling what you read getting easier?

- Remind the students to record the team cooperation points they have received today. Remind them that all the points team members earned

.....

Time for Reflection
continued

.....▶

30 points

.....▶

30 points

today can be added up and written in the space for today's total. Refer to this space on the Team Score Sheet under Day 6. Explain that during the next class they will add up their points and determine their team's score. Will their team be a good team, great team, or super team?

Cycle Test

Spelling Test (3 points each)

Read each of the following words aloud, pausing for the students to spell each one on their tests. Emphasize each sound in the word, and then blend them.

- | | |
|-------------|-----------|
| 1. quiz | 6. knot |
| 2. know | 7. eight |
| 3. quest | 8. write |
| 4. knights | 9. wrong |
| 5. changing | 10. queen |

Dictation (15 points each)

Did you weigh the quarters?
I know that she quit the team.

Test Passage

Explain to the students that they are to read the passage below, answer the question that follows, and then move directly into the next section of the test.

Eight Questions

It was time for the quiz show to begin.
The crowd got quiet.
The Blue Knights were on stage with the other team.
The other team was called Quiz Guys.

A man in a blue suit asked the questions.
The first question was for the Blue Knights.
“What does a walrus eat?” asked the man in the suit.
Alex whispered to Quinn. Quinn nodded.
“A walrus eats clams,” Quinn said in a loud voice.
“That is right!” said the man in the suit.
“Your team has four points.”

The next question was for the Quiz Guys.
“What is a balloon glow?” asked the man.
“I know that one,” said a Quiz Guy.

.....

Cycle Test

continued

He had the right answer.
Their team got four points. Now it was a tie.
The crowd cheered.

It was back to the Blue Knights.
“Here is your question,” said the man.
“Where is the Walk of Fame?”
Alex wanted to answer this one.
“The Walk of Fame is in L.A.,” he said.
“Right!” said the man. “The Blue Knights now have eight points.

He turned to the Quiz Guys.
“In Japan, what do they call lunch in a box?”
The Quiz Guys did not know. They were stumped.
“Your time is up,” said the man.
“If the Blue Knights know the answer, their team will win.”

“Can we write the answer?” asked Knox.
“Yes, you may,” said the man in the suit.
Knox wrote the word *bento* and held it up.
“I hope I am not wrong,” he whispered.
The crowd was quiet.

“That answer,” said the man, “is the right answer!”
The Blue Knights have won the quiz show!”
Knox, Alex, and Quinn could hear people clapping.
But one person was cheering, shouting, and stamping.
It was Mr. Wright in the front row.

.....▶

Short Answer (20 points)

Answer the question below using one or two sentences.

What question did Quinn answer?

Quinn answered the question about what a walrus eats.

.....▶

Short answer scoring rubric

(20 points):

- short answer = 10 points
- complete sentence(s) = 4 points
- correct capitalization and punctuation = 4 points
- correct spelling throughout = 2 points

Cycle Test
continued

20 points

Total: 100 points

Word List (20 points)

Put the best word in each blank.

1. He cut the cake into quarters .
2. How much does your dog weigh ?
3. She squeezed her car into the small space.
4. Dan was down on his knees looking for the ball.
5. The queen stayed in the palace .

Word Bank

weigh	palace	squeezed
quarters	knees	

Unit 14 | Toll Booth Day



Teacher Background

This is the last Toll Booth for the students in Level 1. Encourage your students to look back at their progress on the Map It Out sheet and see how far they have come. Point out that throughout the semester the students have assessed their own progress and set goals for themselves.

Set the Stage

1. Post and present today's goal.

Goal:

Today we will look at how we are doing, celebrate, and set new goals.

Active Instruction

1. Remind the students that they have been earning points every day for the work they do.

Use **Think-Pair-Share** to ask:

What have you been doing to earn points?

Accept reasonable responses. For example, we earned points by doing the homework, practicing the word lists, reading a passage, writing sentences, practicing active listening, and explaining our ideas and telling why.

Do you think doing these things has helped you move forward in your reading? Do you think you are a better reader than you were last week?

Answers may vary.

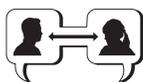
Have the students get out their Team Score Sheet/Learning Guides. Show the students how to add the total points they earned each day to get a unit score. There will be a unit score for each student. Allow a minute for the students to add up their daily totals. Show the students where to record their unit scores. Explain that at the end of the lesson, each team will add up the unit scores to find out how their team did.



Timing Goal: 2 minutes



Timing Goal: 20 minutes



If your students need additional assistance filling out the Team Score Sheet/Learning Guide, you may choose to model it using the transparency.

Active Instruction

continued

The students review the cycle test.

2. Explain to the students that today they will be going over the cycle test. Distribute the scored cycle tests from *Quiz Show in London*. Have the students work with their partners to review the answers. Allow the students the opportunity to ask questions of the class to clarify any outstanding questions.
3. Remind the students that today each one of them will have a Toll Booth Check, a chance to show they know the letter sounds they have been practicing.
4. Have the students get out their Map It Out sheets, and display the transparency of the map. Remind them that this map shows step-by-step their progress in reading. Remind the students that they have come to the end of the map. This is the last Toll Booth Check before they move on to Level 2.
5. Refer them to the Toll Booth for unit 14 on their maps. Point out the question at the top: How did I do? Point out that the students now have a unit score and a cycle test score to help them answer the question, “How did I do?” Tell them to write these two scores they earned for unit 14 on their maps.

Timing Goal: 25 minutes

The students show they know the letter sounds.

Toll Booth Check

1. Point out to the students that on their maps, the unit 14 Toll Booth includes a list of the letter combinations they have been practicing. There is also a list of words they will need to read to pass through this Toll Booth. Have partners review the list of letter combinations to be sure they know the sounds they stand for. Then have them read the list of words to each other in preparation for passing their Toll Booth Check.
2. While the partners practice, move from one partnership to the next to do a Toll Booth Check. Ask each student to tell you what sound the letter combo makes as you point to letters on the list. Point to the letters randomly so you will be sure that the student knows the letter sound. Ask each student to read words on the list as you randomly point to them. Have the students check off the letter sounds and words they read correctly. Then have the student read one of the following sentences. If they read the sentence correctly, they check off the space next to “I read the sentence” on their maps.

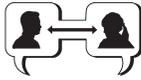
Will you wrap this quilt around my knees?

Write down how to make a square knot.

She squeezed out eight wet socks.

3. When the students pass the Toll Booth Check, have them color in the box Toll Booth 14 to show they have moved on to Level 2.
4. For the students who are unable to identify all the letter sounds, have the student write the unchecked letters in the space: “I need to work on _____.” Tell these students that they can practice these letter sounds and take the Toll Booth Check again in the coming week.

.....▶
Timing Goal: 13 minutes



.....▶
The students tally their team scores and celebrate good, great, and super teams.

Time for Reflection

1. When all students have had the Toll Booth Check, celebrate their successes. Have them look back at their progress on the Map It Out sheet and see how far they have come. Point out that the students have gained tools that will help them break down unfamiliar words and figure them out. Point out that throughout the semester they have assessed their own progress and set goals for themselves. Ask questions that encourage the students to reflect on their progress. Use **Think-Pair-Share** to ask:
 - Did the Map It Out sheet help you see where you were and where you were going?**
 - Did it help you figure out what to work on?**
 - Do you think setting goals for yourself and your team is a good idea? Why?**
2. Tell the students that it is time to add up their team scores. Have teams work together to add each team member's unit score to get the team score. Assist teams in determining whether they are a good, great, or super team.
3. Hold a brief ceremony where you award Good, Great, and Super Team certificates and acknowledge teams for their hard work and team cooperation.
4. Help the students reflect on and celebrate the fact that through goal setting and their efforts to improve, they have become better readers and are ready to move on to the next level. If possible, show the students some of the books they will be reading in Level 2