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# The Power of FastTrack Phonics in Reading Between the Lions: Reading Roots 5th Edition

**Success for All**
F O U N D A T I O N®

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## The Power of FastTrack Phonics in Reading Between the Lions: Reading Roots 5th Edition

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## Session Goals

- **Review big picture of FastTrack Phonics**
- **Review the scope and sequence**
  - Review decision-making process
- **Review the system of instruction in FastTrack Phonics**
  - Lesson cycle
  - Partnering cycle
  - Partner celebration opportunities and intent
- **Explore assessments**
  - Review Practice with Cleo and Theo data collection
  - Review data reports
  - Review authentic ways to assess
- **Explore acceleration ideas**
- **Celebrate learning**

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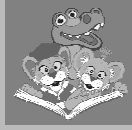
## Team Building

- Introduce yourselves to each other
- Share one success
- Share one thing you want to learn in today's session (record on chart paper)
- Create a phonics team name and phonics cheer
- Share team name, cheer, and chart paper recording with group
- Celebrate

## Big Picture: Reading Between the Lions: Reading Roots 5th Edition



Warm Up

Read a Familiar Story
5 minutes

Shared Story

60 minutes        FastTrack Phonics

Practice with Cleo and Theo*

*and/or
PowerUp Partner Reading

STaR/AiW
20 minutes

Between the Lions Celebration
5 minutes

Closing
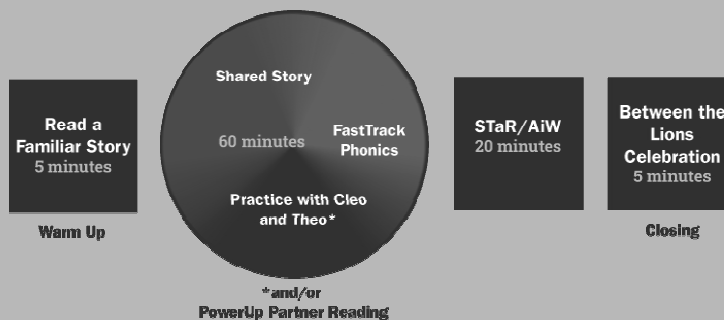
## Big Picture: FastTrack Phonics

- Systematic Routine Drives Repetition for Success
- Assessments Drive Acceleration
- Lessons Spiral Learning and Mastery
- FastTrack Phonics
- Cleo and Theo Drives Reinforcement of all Reading Skills
- Student Autonomy Drives Practice and Assessment
- Shared Story Drives the Application of Reading in Connected Text

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## Big Picture: Instructional Delivery Systems Drive Learning

**Active Instruction**
- Teach
- Model
- Guide Practice

**Celebration**
- Recognize
- Celebrate

### The Cycle of Effective Instruction

**Teamwork**
- Prompt
- Reinforce

**Assessment**
- Monitor
- Assess
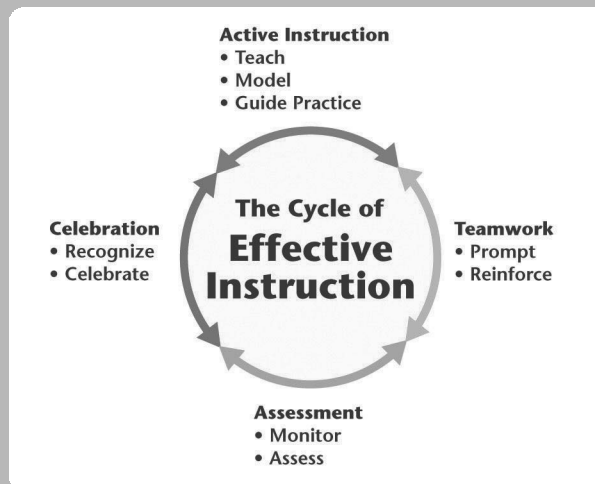
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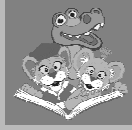
# Team Discussion

What life skills are taught in FastTrack Phonics that are transferrable all day long?

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# Scope and Sequence

| SS Lesson | SS Title | SS Sound | FTP Lesson | FTP Sound | No. of Days |
|---|---|---|---|---|---|
| Reading Between the Lions Scope and Sequence |||||| 
| | | | 29 | a_e | 2 |
| 18 | *Fang* | f | | | |
| | | | 30 | ou (out) | 2 |
| | | | 31 | ar | 2 |
| 19 | *The Pest in the Tent* | e | | | |
| | | | 32 | o_e | 2 |
| | | | 33 | i_e | 2 |
| 20 | *May I Borrow Your Ice Cream?* | l | | | |
| | | | 34 | bl, cl, fl | 1 |
| | | | 35 | gl, pl, sl | 1 |
| 21 | *The Noisy Morning* | l-cons blends | | | |
| | | | 36 | c (ice) | 2 |
| | | | 37 | ch | 2 |

4 Day Lessons

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# Shared Story and FastTrack Phonics

## Shared Story Level 1

| Shared Story Lesson | Shared Story Title | SS Sound | FTP Lesson | FTP Sound | Number of Days |
|---|---|---|---|---|---|
| | | | 1 | m | 1 |
| | | | 2 | a | 1 |
| | | | 3 | s | 1 |
| | | | 4 | d | 1 |
| 4 | Show and Tell | d | | | |
| | | | 5 | t | 1 |
| | | | 6 | i | 1 |
| | | | 7 | n | 1 |
| 5 | A Card for Dad | t | | | |
| | | | 8 | o | 1 |
| | | | 9 | p | 1 |
| 6 | Miss Sid Meets Sad Sam | i | | | |
| | | | 10 | g | 2 |
| | | | 11 | e | 2 |
| 7 | The Ice Cream Man | n | | | |
| | | | 12 | c | 2 |
| | | | 13 | k, ck | 2 |
| | | | 14 | l | 2 |
| 8 | Pit-Pat | p | | | |
| | | | 15 | u | 2 |
| | | | 16 | r | 2 |
| 9 | A Game of Tag at the Farm | g | | | |
| | | | 17 | st, sp | 1 |
| | | | 18 | h | 2 |
| 10 | The Painters | o | | | |
| | | | 19 | b | 2 |
| 11 | The Costume Party | c | | | |
| | | | 20 | f | 2 |
| | | | 21 | th | 2 |
| 12 | Kim's Visit | k, ck | | | |
| | | | 22 | _nt, _nd | 1 |
| | | | 23 | x | 2 |
| | | | 24 | w | 2 |
| 13 | The Field Trip | _nt, _nd | | | |
| | | | 25 | sk, sm, sn, sw | 1 |
| 14 | The Rainy Day | u | | | |
| | | | 26 | ng, _ing | 2 |
| 15 | The Mysterious Song | ng | | | |
| | | | 27 | ee | 2 |

# Shared Story and FastTrack Phonics

## Shared Story Level 2

| Shared Story Lesson | Shared Story Title | SS Sound | FTP Lesson | FTP Sound | Number of Days |
|---|---|---|---|---|---|
| 16 | The Class Trip | s-cons blends | | | |
| | | | 28 | _ed | 1 |
| 17 | Bug Alert! | b | | | |
| | | | 29 | a_e | 2 |
| 18 | Fang | f | | | |
| | | | 30 | ou (out) | 2 |
| | | | 31 | ar | 2 |
| 19 | The Pest in the Tent | e | | | |
| | | | 32 | o_e | 2 |
| | | | 33 | i_e | 2 |
| 20 | May I Borrow Your Ice Cream? | l | | | |
| | | | 34 | bl, cl, fl | 1 |
| | | | 35 | gl, pl, sl | 1 |
| 21 | The Noisy Morning | l-cons blends | | | |
| | | | 36 | c (ice) | 2 |
| | | | 37 | ch | 2 |
| 22 | Hiccups | h | | | |
| | | | 38 | cr, dr, gr | 1 |
| | | | 39 | pr, tr | 1 |
| | | | 40 | or | 2 |
| | | | 41 | sh | 2 |
| 23 | Fish in Class | sh | | | |
| | | | 42 | y | 2 |
| 24 | Late! | r | | | |
| | | | 43 | ea (tea) | 2 |
| | | | 44 | er | 2 |
| 25 | And Then What Happened? | ee, ea | | | |
| | | | 45 | _lp, _mp, _ft | 1 |

# Shared Story and FastTrack Phonics

## Shared Story Level 3

| Shared Story Lesson | Shared Story Title | SS Sound | FTP Lesson | FTP Sound | Number of Days |
|---|---|---|---|---|---|
| 26 | Let's Go Fishing | r-con blends | | | |
| | | | 46 | j | 2 |
| 27 | The Camping Trip | _lp, _mp, _ft | | | |
| | | | 47 | v | 2 |
| | | | 48 | ie | 2 |
| 28 | Is There an Alligator in the Pond? | j | | | |
| | | | 49 | oo (moon) | 2 |
| | | | 50 | ow (snow) | 2 |
| 29 | Leaves Fall | v | | | |
| | | | 51 | ay | 2 |
| 30 | Cupcakes | a_e | | | |
| | | | 52 | aw | 2 |
| 31 | Ride a Bike | i_e | | | |
| | | | 53 | oe | 1 |
| 32 | Home with a Cold | o_e, oe | | | |
| | | | 54 | oy | 2 |
| | | | 55 | oi | 2 |
| 33 | Slippery Steps | y | | | |
| | | | 56 | igh | 2 |
| | | | 57 | _y (puppy) | 2 |
| 34 | The Ice Storm | c (ice) | | | |
| | | | 58 | _y (fly) | 2 |
| 35 | Did That Tree Eat My Kite? | ch | | | |
| | | | 59 | oa | 2 |
| | | | 60 | oo (book) | 2 |
| 36 | Who Is Wilfred? | w | | | |
| | | | 61 | ai | 2 |
| | | | 62 | ir | 2 |
| | | | 63 | ue | 2 |
| 37 | Planting Seeds in May | ay, ai | | | |
| | | | 64 | "_ed, _ing (silent e)" | 1 |

# Shared Story and FastTrack Phonics

## Shared Story Level 4

| Shared Story Lesson | Shared Story Title | SS Sound | FTP Lesson | FTP Sound | Number of Days |
|---|---|---|---|---|---|
| 38 | The Land of the Midnight Sun | aw | | | |
| | | | 65 | z | 2 |
| | | | 66 | q | 2 |
| 39 | The Three Wishes | th | | | |
| | | | 67 | ould | 1 |
| 40 | The Artists of Benin City | qu | | | |
| | | | 68 | tch | 1 |
| | | | 69 | ph | 1 |
| 41 | Anansi, the Spider | ight, ould | | | |
| | | | 70 | ow (cow) | 2 |
| 42 | A Farm in China | oo (moon) | | | |
| | | | 71 | ew | 1 |
| 43 | Woo Zen, a Cinderella Story | z | | | |
| | | | 72 | Long a sounds | 3 |
| 44 | A Trip to the Inca Kingdom | oa, ow | | | |
| | | | 73 | ur | 2 |
| | | | 74 | ge, dge | 1 |
| 45 | The Magic Lake | x | | | |
| | | | 75 | u_e | 2 |
| | | | 76 | Long e sounds | 3 |
| 46 | Pen Pals in the U.S.A. | oo (book) | | | |
| | | | 77 | Long i sounds | 3 |
| 47 | How Turtle Flew South for the Winter | ir, ur, or, ar, er | | | |
| | | | 78 | Long o sounds | 3 |
| | | | 79 | Long u sounds | 3 |
| 48 | Paul Bunyan's Pancakes | u_e | | | |
| | | | 80 | Review | |

## System: FastTrack Phonics Lesson Cycles

| 1 Day Lesson | 2 Day Lesson | 3 Day Lesson |
|---|---|---|
| Consonant blends + ending sounds<br><br>/st/ /oe/ /ould/ /ed/ /ing/ | New distinct sounds/ sound patterns<br><br>/i/ /ea/ /sh/ /th/ /er/ | Long vowel review of three sound patterns<br><br>/ai/ /ay/ /a_e/ |
| Reading and writing focus | **Day 1**—New sound activities | **Day 1**—Read passage. Find and write words |
| | **Day 2**—New and review sound activities | **Day 2**—Read passage. Find and write words. Base word and endings. |
| | Reading and writing focus | **Day 3**—Alphie's Word Bingo-review |

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## System: Partner Practice Student Routine FTP Lessons 1–71, 73–75

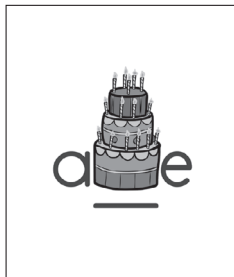| New Words | Sounds | Previous/Current Words and Sentences |
|---|---|---|
| Blend | Read | Read Words |
| Read | | Read Sentence |

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# 29

# Presenting /a_e/

## At a Glance



**Day 1**
New sound: /a_e/

**Day 2**
Review sound: /ee/

**You will need:**

- **Key Cards** (wall set and teacher set)
- **Letter Blending Cards Decks 1 and 2**
- **Alphie puppet**
- **Partner Phonics Booklet 3**

# Day 1

## Alphabet Chant

- Play the Alphabet Chant and have students chant along with it.

## Hear the New Sound

### Sound Words

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

    **cake**                  **rake**                  **make**

- **What sound can you hear in all of those words?** */a_e/* Say each word again, and have students repeat each one. Stretch the /a_e/ sound in each word.

### Key Picture

- Use the Key Picture activity to display the Key Card for /a_e/. **Let's look at the picture on the card to learn more about our sound for the day. This is a picture of a very delicious looking cake. When I see this picture, I think I want to bake a cake. B → ke a c → ke. Let's say this sentence together: B → ke a c → ke.**

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

    | | |
    |---|---|
    | Teacher: **Bake** | Students: *Bake* |
    | Teacher: **B → ke** | Students: *B → ke* |
    | Teacher: **a cake** | Students: *a cake* |
    | Teacher: **c → ke** | Students: *c → ke* |

## Introduce the New Letter Group
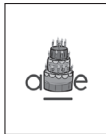


- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letters make.



- Write the letters "a_e" on the board or chart paper. Show students how the letter looks like the picture. Build a strong connection between the picture and the letter. **When I look at the look at the delicious cake, I want to ba→ake a ca→ake, I see these letters:** (point) **an** *a* **followed by an** *e*. **When I see the** *a* **and the** *e*, **I think of the sound /a_e→a_e/. What do you say when you see these letters?** *Wait for students' responses.* **That's right: /a_e→a_e/. Here's a way to help us remember to say /a_e/ when we see these letters. When I point to the letters "a_e," I want you all to say:**

    **/a_e/**              **"Bake a cake."**              **"a-dash-e"**

- Post the picture side of the Key Card for "a_e" in the Letter Group Frieze.

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## Partner Practice

**Stretch and Read with the New Sound**

- Display the letter group "a_e" on the whiteboard. Say: **The letters *a* and *e* used to stand together to make one sound: /a_e/. One day, they decided to separate.** Point out the dash between the letters. **Other letters can be in this space** (point to the dash) **but the *a* and *e* still make one sound together. They say /a_e→a_e/.**

- Use the Stretch and Read activity to model Stretch and Read. Blend sounds together to read the following words:

| | | | |
|---|---|---|---|
| mad | made | cap | cape |
| can | cane | fat | fate |

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

**Partner Phonics Booklet 3 Page 9**

- Have students turn to Lesson 29 in their Partner Phonics Booklets, and read the words in the first box with their partner. If both partners can read all of the words, they can make up sentences using the words.

Monitor

- **Support Partner Work**— Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

Random Reporter

- **Partner Practice Celebration**—Use **Random Reporter** to select a partnership to read the words together to the class.

- Celebrate good work during partner practice by awarding pride points to partners who read words successfully.

## Write It Out

**Write Letters**

- Make the sound for each of the letters listed below. Have students write the letters on a sheet of paper or in a journal. Have partners check each other's work after you have presented the whole list, then have the class say the letter names for you as you write the letters on the board.

| | | |
|---|---|---|
| /**x**/ as in fox | /**g**/ as in girl | /**d**/ as in dinosaur |
| /**a_e**/ as in cake | /**ng**/ as in ring | /**ee**/ as in seek |

**Write Words**

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

| | | | |
|---|---|---|---|
| lake | bake | gate | grape |

## Lesson 29 | **Presenting** /a_e/ · · · · · · · · · · · · · · · · · · · · · · · · · · · ·

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

**Write Sentences**
- Tell students that Alphie has brought a sentence that he thinks they can write. Have Alphie read this sentence.

  **Bob can bake a cake.**

Random Reporter
- Discuss the meaning of the sentence briefly. Have partners work together and write the sentence on a sheet of paper or in a journal. When everyone is finished, use **Random Reporter** to select a partnership to tell you how to write this sentence on the board.

## Wrap-up Video

- **Show video: Between the Lions**—Wrap up class and celebrate what students learned today with a video.

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# Day 2

## Alphabet Chant

- Play the Alphabet Chant and have students chant along with it.

**Say-It-Fast**

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

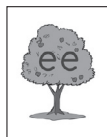| | | | |
|---|---|---|---|
| /c-a-ke/ | *cake* | /r-a-ke/ | *rake* |
| /t-ee-th/ | *teeth* | /s-p-i-ll-ed/ | *spilled* |
| /s-o-ng/ | *song* | /s-n-a-ke/ | *snake* |

**Break-It-Down**

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

| | | | |
|---|---|---|---|
| **fate** | */f-a-te/* | **when** | */wh-e-n/* |
| **late** | */l-a-te/* | **feet** | */f-ee-t/* |
| **cape** | */c-a-pe/* | **spent** | */s-p-e-n-t/* |

## Partner Practice

**Read Sounds and Words**

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

- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students' needs. Review the alliterative phrase and writing cue as needed.

**Partner Phonics Booklet 3 Page 9**

- Have students turn to Lesson 29 in their Partner Phonics Booklets, and read the sounds in the second box together. Remind students to write their initials in their partner's books. Initial books as you see success. When finished, read the letters together as a class.

Random Reporter

- **Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the letter sounds together to the class.

- Celebrate good work during partner practice by awarding pride points to partners who read letter sounds successfully.

Lesson 29  |  **Presenting /a_e/** · · · · · · · · · · · · · · · · · · · · · · · · · · · · ·

- **Stretch and Read**—Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

  **wig**          **fox**          **three**

- Have students turn to the third box in their Partner Phonics Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words.

- **Booster Sentence**— When both students in a partnership have successfully read all of the words in the third box and have made up sentences, they may go on to read the Booster Sentence in the fourth box.

Monitor
- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when both partners can read the words successfully.

Random Reporter
- **Partner Practice Celebration**—When students have finished:
  - Review letters if you identified needs during Partner Practice;
  - Use **Random Reporter** to select a partnership to read the word box together;
  - Use **Random Reporter** to select a partnership to read the Booster Sentence.

- Celebrate good work during partner practice by awarding pride points to partners who read words or read the Booster Sentence successfully.

## Quick Erase

Whole Group Response
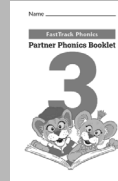- Use the Quick Erase activity to show the following sequence of words.

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

## Wrap-up Video

- **Show video: Between the Lions**—Wrap up class and celebrate what students learned today with a video.

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## System: FastTrack Phonics Partner Phonics Booklet

**FastTrack Phonics**
**Partner Phonics Booklet**
**3**

Lesson 29 **/a_e/**

| late | made | sale |
|------|------|------|

| th | b | h | ng | a_e |
|----|---|---|----|-----|
| w | f | ee | r | x |

| moth | mix | tag |
|------|-----|-----|
| peep | cane | skin |

↑
Sad Sam hopped in the mud.

*FastTrack Phonics: Partner Phonics Booklet 3*    9

**Practice**

1

2

| a_e | o_e | c | _ing |
|-----|-----|---|------|
|     |     |   | as in ice |
| ee | ch | ou | _ed |
| i_e | ar | ng | c |
|     |    |    | as in cat |

3

| ea | or | sh | y | er |
|----|----|----|---|----|

4

| j | oo | v | ie | ow |
|---|----|---|----|----|
|   | as in moon | | | as in snow |

*FastTrack Phonics Partner Phonics Booklet 5*    1

Lesson 33 **/i_e/**

| time | file | like |
|------|------|------|
| mine | bike | fine |

| broke | ringing | spout |
|-------|---------|-------|
| line | fixed | far |

↑
Dad fixed the brakes on the car.

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## System: Partner Practice

**Think-Pair-Share:**

- How are you using the boxes in the Partner Phonics Booklets (on a student and/or teacher level)?

- What are ways you are differentiating coaching and assessing during this process?

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## System: Partner Practice Student Routine Lessons 72, 76–79

### Read Paragraph

Partners review same sound patterns

Partners find words with sound

Partners list words with sound

**Alphie's Word Bingo**

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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## System: Partner Practice Celebration Mastery and Informal Assessment Opportunity

Name _____

**FastTrack Phonics**

**Partner Phonics Booklet**

**3**

Today we learned: bed, bat, big

HOORAY!

Let's celebrate our letter sounds!

HOORAY!

Let's celebrate our words!

HOORAY!

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# Comparing Long a Letter Groups

## At a Glance



/ai/



/ay/



/a_e/
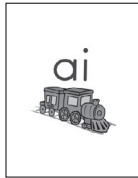
### You will need:

- **Key Cards** (wall set and teacher set)
- **Alphie puppet**
- **Partner Phonics Booklet 8**

# Day 1

## Partner Reading

Whole Group Response

- Introduce Alphie's Story by having Alphie say: **Hello, class! I love writing stories, don't you? I was writing a story yesterday, and I had to have the teacher help me with lots of words. I realized that I need to work on my spelling. Would you like to read my story and see some of the tricky words I had to spell?**

**Partner Phonics Booklet 8 Page 2**

- Have students sit with their partners and open their Partner Phonics Booklets to page 2. **You and your partner are going to read Alphie's story together. You'll each take turns reading one sentence at a time. You may find some tricky words. Remember that you can use the Finger Detective to help you read those words.**

- Review how to use the Finger Detective to read a word. Write the word "always" on the board. Demonstrate sounding it out with the Finger Detective, using the sample text below as a guide.

  – **Hmmm. This is a long word. I think I'll have the Finger Detective cover up part of it, and I'll read just the first part.** Cover up the letters "ways," and read the first two letters. Pronounce the syllable "al" with a short a: **ăl…ăl. Now I'll add the last part: waaaays. Ways. Now I can put them together. ăl-ways. Hmmm. That doesn't sound right. I'll try saying the first part a different way. Al** (as in "all")**-ways. Oh! I know the word. The word is "always."**

- **The first part of that word was tricky because it looks like it should say /ăl/. It really says /all/, doesn't it? I'll just put a little circle around that part of the word. The circle will remind me that I need to look out for this tricky part of the word.** Draw a circle around the letters "al."

$$\widehat{al}\,w\,a\,y\,s$$

- **You and your partners can do this while you're reading. If you sound out a difficult word, you can put a little circle around the tricky part. Then the next time you read the word, you'll know how to say it.**

- **Now you're ready to read Alphie's story.** Designate each student in a partnership as Peanut Butter or Jelly. Have the students take turns reading each sentence of the passage, with Peanut Butters reading first.

Whole Group Response

- After partners have read Alphie's story, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? What was the sound?**

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## Find Words with the Sound

Whole Group Response

- Have Alphie say: **I need you to read my writing one more time and underline all the words that have the /ā/ sound. Can you and your partner work together to find those /ā/ words for me?**

  > **Teacher's Note:** This is the first of five lessons in which the students will compare homophonetic graphemes. In the comparison lessons, they will underline the words. The underlined words are phonetically regular and are referred to as "Alphie's Words."

- Have Jelly read the first sentence of the student text while Peanut Butter listens and follows along. Then have both partners discuss and identify the long a words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Phonics Booklets. Then partners will switch roles. Peanut Butter will read, and Jelly will listen.

- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the long a sound in words, regardless of the spelling.

**Alphie's Story**

> **Gail** and **Fay** love to **play** by the **bay**. I went with them **today**. "Don't **stray**," we heard **Gail's** mother **say**. "**Always stay** on the **trail**."
> "**Okay**," said **Gail**.
> We **played** all **day**! We ran to the marsh and back again. We gathered rocks in a **pail**. I almost stepped on a tiny **gray snail**. "Watch your step!" said **Gail**.
> "The shore is full of life," she and **Fay explained**.

## List Words on the Chart

Think-Pair-Share

- When partners have completed the task, say: **I think Alphie had trouble with these words because the /ā/ sound can be spelled in different ways. I see two ways that the /ā/ sound is spelled in this passage. What are they?** *Wait for students' responses.*

- **Yes, the /ā/ sound can be spelled with "ai" or "ay." We can make a chart to help Alphie remember how to spell these words. We'll put "ai" words on one side and "ay" words on the other side.**

## Lesson 72 | **Comparing /ai/ /ay/ /a_e/** · · · · · · · · · · · · · · · · · · · · ·

- Use the List Words on the Chart activity to display a chart for the sounds "ai" and "ay." Students have this chart in their Partner Phonics Booklets. Have them label the columns as shown.

| | ai | ay |
|---|---|---|
| **1** | | |
| **2** | | |
| **3** | | |

**Think-Pair-Share**

- **Let's go back and find all the /ā/ words so we can put them on this chart.** Reread the passage with students one sentence at a time. Stop at the end of each sentence, and ask: **Did you find any /ā/ words in that sentence?** Use Think-Pair-Share, and call on a partnership to share their answer. If students do not locate a word, or words, in a sentence, have them reread the sentence and try again. Remind students to check their papers to see if they have identified the word in their books.

**Random Reporter**

- Use **Random Reporter** to select partnerships to share any words that contain the /ā/ sound from the sentence.

- Celebrate good work during partner practice by awarding pride points to partners who can correctly identify the column on the chart in which the word belongs.

- As the students share long a words, click the word from the passage to add it to the chart. The words in the first row are one syllable words, those in the second row are two syllable words and/or words with inflectional endings, and those in the third row are multisyllabic words that may have phonetically irregular parts. Make sure that the students write the words on the same row on their own charts. If time is an issue, you may have the students chose one word from each category to write in the same column and row on their own charts.

> **Teacher's Note:** The rows in which words are written are very important, since the students will be responsible for different rows of words, depending on their skill levels. Writing the words in this way allows you to customize the lesson for individual students.
> (Optional): You may wish to create your "Alphie's Words" list on chart paper so it can be displayed throughout the course of the comparison lesson.

| | ai | ay |
|---|---|---|
| **1** | Gail, Gail's, trail, pail, snail | Fay, play, bay, stray, say, stay, day, gray |
| **2** | | played |
| **3** | explained | today, always, okay |

- If applicable, lead a discussion about possible spelling patterns in the words that might explain why a particular spelling is used. For example, short words that have long a as their final sound—"Fay," "bay," "day," "say"—are usually spelled with "ay."

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- Discuss why the words are written in three rows using the following text as a guide:

- **Words in row 1 are words you should be able to spell. These short words use "ay" or "ai" to make the /ā/ sound.**

- **Words in row 2 are a little trickier. These are words that use "ay" or "ai" to make the /ā/ sound, but they have something else. They have an ending added to them that makes them harder to spell. Let's look at the row 2 word.** Point out that the word "played" is made up of the base word "play" and the ending "_ed." Tell the students that when they try to spell these tricky words, they should write the base word first and then add the ending. **When I say the word "played," I can hear the base word "play." I can write "play" and then add the "_ed" to make the word "played."**

- **Words in row 3 are Alphie's Big Words! These words are the hardest to spell. They're harder because they're bigger words, and some of them have tricky parts. You'll need to study and practice if you want to be able to spell Alphie's Big Words.**

- If you have created your own chart, place the Alphie card on top of the chart paper. **These are Alphie's Words. Alphie's Words have the /ā/ sound spelled with "ai" or "ay."**

- Have partners take turns reading the words on their charts together. Partners can initial each other's books when each reader has read all the words.

Random Reporter

- **Partner Practice Celebration**—Use **Random Reporter** to ask a partnership to read words from one column or row on the chart.

- Celebrate good work during partner practice by awarding pride points to partners who read words successfully.

## Wrap-up Video

- **Show video: Between the Lions**—Wrap up class and celebrate what students learned today with a video.

Lesson 72 | **Comparing Long a Letter Groups** · · · · · · · · · · · · · · · ·

# Day 2

## Partner Reading

Partner Phonics Booklet 8
Page 3

- Have students sit with their partners and open their Partner Phonics Booklets to page 3. **You and your partner are going to read another story from Alphie.**

Whole Group Response

- When partners have finished reading, ask: **Did you notice that there were lots and lots of words in that story that had the same sound? What was the sound?** /ā/. **Yes, Alphie wrote another story with lots of /ā/ words.**

- Ask different partnerships to share a difficult word they encountered and how they figured it out. If students do not have any examples to share, select a word from the text, and demonstrate reading it using the Finger Detective. (e.g., "face"). Draw a circle around the tricky part of the word to remember how to read it. (In "face," the "c" makes the /s/ sound.)

f a(c)e

## Find Words with the Sound

- Tell students that Alphie has some new long a words that they need to find in the story.

- Designate a student in each partnership as Peanut Butter or Jelly. Have Peanut Butter read the first sentence of the student text while Jelly listens and follows along. Then both partners will discuss and identify the long a words that they heard in the sentence. When both partners agree on the words, they will underline them in their Partner Phonics Booklets. Then partners will switch roles.

- Remind students that they aren't just looking for words that are spelled a certain way. They'll have to listen carefully to see if they can hear the long a sound in words, regardless of the spelling.

**Alphie's Story**

We live by Lily **Lake**. It's **shaped** like a giant **plate**! We **sail** almost every **day**. **Yesterday** was **rainy**, so we **stayed** inside and **played**. My brother, **Jay**, **hated** **staying** inside.

He **waited** by the window all **day**, **making** a **face** at the **rain**.

I said to my sister **Kay**, "Let's **bake** a **cake** to cheer **Jay**."

**Jay** **ate** it and smiled. He said, "**Hooray**! You have **saved** the **day**!"

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### List Words on the Chart

Think-Pair-Share

- When partners have completed the task, say: **I think Alphie had trouble with these words because he found another way to spell the /ā/ sound. We talked about using "ai" and "ay" to spell that sound.** Use Think-Pair-Share to ask: **Is there another way to spell that sound?** *Wait for students' responses.*

- **Yes, the /ā/ sound can be spelled with "a_e." Let's use a new chart to help Alphie remember how to spell these words. We'll put "ai" words, "ay" words, and "a_e" words on the chart.**

- Use the List Words on the Chart activity to display a chart for the sounds "ai," "ay," and "a_e." Students have this chart in their Partner Phonics Booklets. Have them label the columns as shown.

| | ai | ay | a_e |
|---|---|---|---|
| **1** | | | |
| **2** | | | |
| **3** | | | |

- **Let's go back and find all the /ā/ words so we can put them on this chart.** Reread the passage with students one sentence at a time. Stop at the end of each sentence, and ask: **Did you find any /ā/ words in that sentence? Decide with your partner what column the word belongs in.**

Random Reporter

- Use **Random Reporter** to select partnerships to share any words that contain the /ā/ sound from the sentence.

- Celebrate good work during partner practice by awarding pride points to partners who can correctly identify the column on the chart in which the word belongs.

- Remind students to check their papers to see if they have identified and underlined the word that are shared in their booklets.

- Students will write the words on their charts in their Partner Phonics Booklets.

  – Make sure that students write the words on the same row on their own charts. If time is an issue, you may have students chose one word from each category to write in the same column and row on their own charts.

- Display the Story and Chart answers and have students check to see if they have identified all the words in the story and if the words are all written on their charts.

Whole Group Response

  – Choose two or three words in the second row, and demonstrate for the students how to identify the base words and endings. Use the following text as a guide: **If I look at the word "rainy," I can see a smaller word inside it. I see the word "rain."** Underline the base word "rain" on the chart. **Sometimes a letter, or letters, are added onto the end of a word. What was added onto this word?** *Wait for students' responses.* **That's right. The "y" was added on as an ending. I'll circle the ending.** Circle the ending "y" on the chart. Have the students underline the base word "rain" and circle the ending "y" in their Partner Phonics Booklets.

| | **ai** | **ay** | **a_e** |
|---|---|---|---|
| **1** | sail, rain | day, Jay, Kay | lake, plate, face, bake, cake, ate |
| **2** | rainy, waited | stayed, played, staying | shaped, hated, saved, making |
| **3** | | yesterday, hooray | |

- If you have created your own chart, place the Alphie card on top of the chart paper. **These are Alphie's spelling words. Alphie's spelling words have the /ā/ sound spelled with "ai," "ay," or "a_e."**

- Have the students complete the activity at the bottom of the Partner Phonics Booklet page by adding endings to the words.

| | |
|---|---|
| stay + ed = *stayed* | make + ing = *making* |
| stay + ing = *staying* | hate + ed = *hated* |
| play + ed = *played* | save + ed = *saved* |
| play + ing = *playing* | take + ing = *taking* |

- Have partners take turns reading the words on the chart together. Partners can initial each other's books when each reader has read all the words.

Random Reporter

- **Partner Practice Celebration**—Use **Random Reporter** to ask a partnership to read words from one column or row on the chart.

- Celebrate good work during partner practice by awarding pride points to partners who read words successfully.

## Wrap Up Video

- **Show video: Between the Lions**—Wrap up class and celebrate what students learned today with a video.

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# Day 3

## Alphie's Word Bingo

- **We've read two of Alphie's stories and looked for all the words with the /ā/ sound. Let's take another look at the words we found.**

- Display the chart with all of Alphie's Words from the earlier lessons. Quickly read the words with the class. When finished, hide the chart so the class cannot see it.

| | ai | ay | a_e |
|---|---|---|---|
| **1** | Gail, Gail's, trail, pail, snail, sail, rain | Fay, play, bay, stray, say, stay, day, gray, Kay, Jay | lake, plate, face, bake, cake, ate |
| **2** | rainy, waited | played, stayed, staying | shaped, hated, saved, making |
| **3** | explained | today, always, okay, yesterday, hooray | |

- **Now we're going to play Alphie's Word Bingo.** Pass out a bingo card to each partnership.

- Tell students to write "ai," "ay," and "a_e," in whatever order they choose, in the spaces along the left side of the card. If there is an extra space, tell students to pick one of the letter combination to write again to fill it in.

- (Optional) Preprinted bingo cards, with varying sequences of the letter sounds, are also available in the online resources.

- Explain that you will call out the column number and a word. The partners will discuss which row to write the word in. Then one partner will write the word in the correct row. Partners will alternate writing the words on the card.

- Tell students that if they get four words in a row going down, across, or diagonally, they should raise their hands with their partners in a Partner Pyramid and say, "Bingo!"

- Use the Alphie's Word Bingo activity to begin calling out the column numbers and words. You should call out columns in sequence (1, 2, 3, and 4).

- If a partnership says, "Bingo," have the partners take turns saying the row and column for each word and spelling the word. Check their answers using the column numbers and words on the screen. Award pride points if all the rows, columns, and spellings are correct. If a row, column, or spelling is incorrect, keep playing the game until a partnership wins.

- When the game is over, display the chart again, and have partners check to see that they have spelled the words correctly and written them in the correct columns and rows. Have students correct any errors on their cards.

- Collect the Bingo cards, and explain that all partnerships that have spelled the words correctly and have written them in the correct columns will earn 2 bonus pride points. Partnerships that have corrected their cards will earn 1 bonus pride point.

## Wrap-up Video

- **Show video: Between the Lions**—Wrap up class and celebrate what students learned today with a video.

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# Explore Program Assessments

- Partner Phonics Booklets
- Write It Out

- Shared Story Lesson Record Form
- Fluency
- Reading Olympics
- Level 4 Story Test

FastTrack Phonics

Shared Story

Practice with Cleo and Theo

STaR

- Power Reader
- Letter Launch
- Word Blender
- Super Speller
- Word Quest
- Story Quest

- Oral-Language Scoring Rubric
- AiW Rubric

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# Explore Connections Between FTP and Practice with Cleo and Theo

| ✓ All Mastered (verified) | | ✓ All Mastered (verified) | |
|---|---|---|---|
| igh | aw | pay | rain |
| sh | i_e | raw | shared |
| ou | o | shining | sounds |
| i | a | straw | summer |
| | | wait | winter |
| | | drawn | lawn |
| | | saw | shawl |
| | | awful | crawled |
| | | drawing | fawn |
| | | hay | midnight |

Practice with Cleo and Theo

Letter Launch + Word Blender

FTP Mastery by Student Report
(student level)
and
FTP Lesson Recommendation Report
(class level)

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## Coach Portal

School: _____     Teacher: _____

Classes
Students
Manage Cleo and Theo Teams

✓ All Mastered (verified)

| igh | aw | drawn | lawn |
|-----|-----|-------|------|
| sh | i_e | saw | shawl |
| ou | o | awful | crawled |
| i | a | drawing | fawn |
| | | hay | midnight |
| | | pay | rain |
| | | raw | shared |
| | | shining | sounds |
| | | straw | summer |
| | | wait | winter |

☐ Verified   ☐ Verified

✓ All Mastered (verified)

| Student | Letter Launch | Word Blender | Power Reader (WCPM) | Story Quest % Correct |
|---------|--------------|--------------|---------------------|----------------------|
| Bruner, John | ✓ All Mastered (verified) h✓ c✓ e✓ g✓ o✓ n✓ i✓ t✓ a✓ m✓ | ✓ All Mastered (verified) Don✓ mom✓ mops✓ sips✓ rocks✓ hat✓ hit✓ hops✓ pick✓ pop✓ pot✓ rag✓ rock✓ run✓ sad✓ spit✓ stick✓ stop✓ top✓ up✓ | 9 ☑ ✓ Verified | ☐ Verified |
| Eyler, Michelle | ✓ All Mastered (verified) h✓ c✓ e✓ g✓ o✓ n✓ i✓ t✓ a✓ m✓ | ✓ All Mastered (verified) Don✓ mom✓ mops✓ sips✓ rocks✓ hat✓ hit✓ hops✓ pick✓ pop✓ pot✓ rag✓ rock✓ run✓ sad✓ spit✓ stick✓ stop✓ top✓ up✓ | 11 ☑ ✓ Verified | ☐ Verified |
| Rosenburgh, Juliana | ✓ All Mastered (verified) h✓ c✓ e✓ g✓ o✓ n✓ i✓ t✓ a✓ m✓ | ✓ All Mastered (verified) Don✓ mom✓ mops✓ sips✓ rocks✓ hat✓ hit✓ hops✓ pick✓ pop✓ pot✓ rag✓ rock✓ run✓ sad✓ spit✓ stick✓ stop✓ top✓ up✓ | 12 ☑ ✓ Verified | ☐ Verified |

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# Explore Assessments: Story Achievement Report

Story Achievement : Reading Between the Lions: Reading Roots 5th Edition

Printed Date: 10/30/2021 12:05:51 PM
Mastery of Story Level Criteria
- Letter Launch (80%)
- Word Blender (80%)
- Story Quest (80%)
- WCPM = Expected WCPM

Teacher: _____     Total Students: 26

| Grade | Students | Practice with Cleo & Theo (latest verified story completed) | | | | | | Teacher Observation Measures | | | | | | | | | |
|-------|----------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Instructional Story level | Letter Launch (% correct) | Word Blender (% correct) | Story Quest (% correct) | WCPM | WCPM Expected | Last Mastered Story Level | Reads with Accuracy (1-3) | Reads Smoothly and Expressively (1-3) | Retells with Accuracy (1-3) | Uses Sound Spelling in Writing (1-3) | Expresses Ideas (1-3) | Reading Olympics: Words Correct per Minute | Adventures in Writing | Alphie's Question Quiz | Level 4: Comprehension and Vocabulary (0-8) | Read and Respond (0-4) |
| 1 | | 15 | 100 | | | | 20 | | 2 | 2 | | 2 | 2 | 21 | | | | |
| 1 | | 13 | 100 | 100 | | | 15 | | | | 0 | | | 20 | 2 | 1 | | |
| 1 | | 13 | 100 | 90 | | | 15 | | | | | | | 20 | 2 | 2 | | |
| 1 | | 13 | 100 | 95 | | | 15 | | | | 2 | | | 9 | 1 | 2 | | |
| 1 | | 13 | 100 | 100 | | | 15 | | | | 2 | | | 20 | 2 | | | |
| 1 | | 13 | 100 | 90 | | | 15 | | | | 2 | | | 13 | 2 | 2 | | |

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# Student Progress Report

## Reading Roots 5th Edition Student Progress Report

School: **Marcy School-Testing Site**  
Student: **Julie Doe, Grade: 2**  
Reading Teacher: **Sally Francis Anderson**

School Year: **2021/2022**  
Date: **8/13/2021**  
Homeroom Teacher: **Sally Francis Anderson**

The purpose of this report is to inform you of **Julie's** progress on their reading. Their current instructional placement and grade level equivalency is - 11-15/1.2. Through instruction, team practice, and individual assignments, **Julie** is improving the skills needed to be a successful reader.

This is a sample of the sounds **Julie** can read: f, r, l, o, t, h, i, e, u

This is a sample of the words **Julie** can read: spots, sticks, stump, taps, spins, stands, stuck, stung, tree

| | Grading Periods | Target and Explanation |
|---|---|---|
| | 1 | |
| **Reading level** | | |
| Mastery Level<br>Grade Level Equivalency | 26-31<br>1.5 | 43-48/2.0 — The independent reading level and the equivalent grade level (year and month). |
| **Reading Letter Sounds and Words** | | |
| Letter Launch | 90% | 80% — The percentage of letter sounds read correctly. |
| Word Blender | 90% | 80% — The percentage of words read correctly. |

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# Team Review

Discuss in your teams:

1. If students know the sound, can I skip the lesson?
2. If students know the sound of the 2-day lesson, can I skip day 1?
3. Within the scope and sequence, can I move a little ahead in FTP? How many lessons are reasonable?
4. Could I sign the Partner Phonics Booklet to show that I have assessed skills as I listen to students practice?
5. Could I use the Cleo and Theo Record Form during Partner Practice Celebration to verify mastery?

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# Reading Roots 5ᵗʰ Edition Student Progress Report

School Year: **2021/2022**
Date: **12/2/2021**
Homeroom Teacher:

The purpose of this report is to inform you of **Miguel's** progress on their reading. Their current instructional placement and grade level equivalency is - 1-5/0.8. Through instruction, team practice, and individual assignments, **Miguel** is improving the skills needed to be a successful reader.

| This is a sample of the sounds **Miguel** can read: | b, e, g, h, i_e, l, th, u, w, x |
|---|---|
| This is a sample of the words **Miguel** can read: | bike, cones, felt, gave, gets, landed, last, lend, lent, licked |

| | Grading Periods | | Target and Explanation |
|---|---|---|---|
| | **B** | **1** | |
| **Reading level** | | | |
| Mastery Level Grade Level Equivalency | | | 6-10/1.0 — The independent reading level and the equivalent grade level (year and month). |
| **Reading Letter Sounds and Words** | | | |
| Letter Launch | | | 80% — The percentage of letter sounds read correctly. |
| Word Blender | | | 80% — The percentage of words read correctly. |
| **Reading Comprehension** | | | |
| Story Quest | | | 80% — The percentage of questions answered correctly for all stories read. |
| **Oral Language** | | | |
| Alphie's Question Quiz* | | | 3 — A complete meaningful sentence that makes sense is produced when asked a question. |
| **Fluency** | | | |
| Words Correct Per Minute | | | 20 — The number of words read correctly in a minute. |
| **Homework** | | | |
| Read & Respond Bookmark | | | 100% — The percentage of nights that your child read at home and returned a signed Read & Respond Bookmark. |

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

Thank you for everything you do at home to support **Miguel's** reading success. When reading together, explore the meaning of words and have fun talking about the story. Consider re-reading these books from our recent lessons.

- Shared Story #4 Show and Tell
- Shared Story #5 A Card For Dad

You might also enjoy reading aloud these books which may be available at your local library or from your student's classroom.

- Are You My Mother? by P.D. Eastman
- There's an Alligator Under My Bed by Mercer Mayer
- Bringing the Rain to Kapiti Plain by Verna Aardema
- How to Be a Good Dog by Gail Page
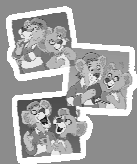- Sophie and the Mother's Day Card by Kaye Umansky

## Authentic Data Collection in FTP

**Think-Pair-Share:**

- What are some of the ways we discussed to collect authentic data?
- What are some of the ways we discussed to use data to accelerate students in FTP?

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## Celebrate

**Tell your partner something that you learned in this session.**

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## Websites

Teacher Portal website: https://rbtlportal.successforall.org/

This is where teachers enter (students should be added in the Member Center) setup classes, assign teams (for Class and Partner Practice with Cleo and Theo), enter and verify lesson data.

Practice with Cleo and Theo website: https://partnerpractice.successforall.org/

This is where students do computer practice story-related activities.

FastTrack Phonics and Shared Story Lessons website: https://rbtlrr5.successforall.org/wrapper/

This is where teachers access the whiteboard lessons for instruction.

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# We Celebrate You!

## Thank you for making a difference.

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