

Test of Letter Names

A S D F C B E

R G T Y U H J

M Z P K V Q W

N O I X L

a s d f c b e

r g t y u h j

m z p k v q w

n o i x l a g

Test of Letter Sounds

These are upper- and lowercase letters. Point to **S** and say, "What sound do these letters say?" Go from left to right, repeating this question. It is fine if a child reads across a line without prompting. For **C** and **G**, the child may give either the hard or the soft sound. Record the child's responses on a separate copy of the form. Note that we have left out Xx and Qu because these are difficult sounds to identify in isolation.

Ss Dd Aa Gg Hh Jj
Kk Oo Zz Ee Cc Ii
Bb Nn Mm Ll Ww Rr
Tt Yy Ff Pp Vv Uu

FORM 3.3

Test of Fry Instant Words

This instrument surveys a child's ability to recognize 300 frequently occurring words, as selected by Edward B. Fry (1980). The words are grouped into three sets of 100 by relative difficulty, and each group of 100 words is, in turn, grouped into sets of 25. Here we include just the initial 200 words as a shortened version

Directions for Administration

Place the student version of the First 100 Words in front of the child. Position the teacher's version so that you can make notations on it. Explain that you will be showing the child some words and that you want the child to say them aloud. Use the window card below to reveal the words one at a time, or make your own from a 3 × 5-inch index card with an X-Acto knife. A window card screens the other words and helps the child focus.

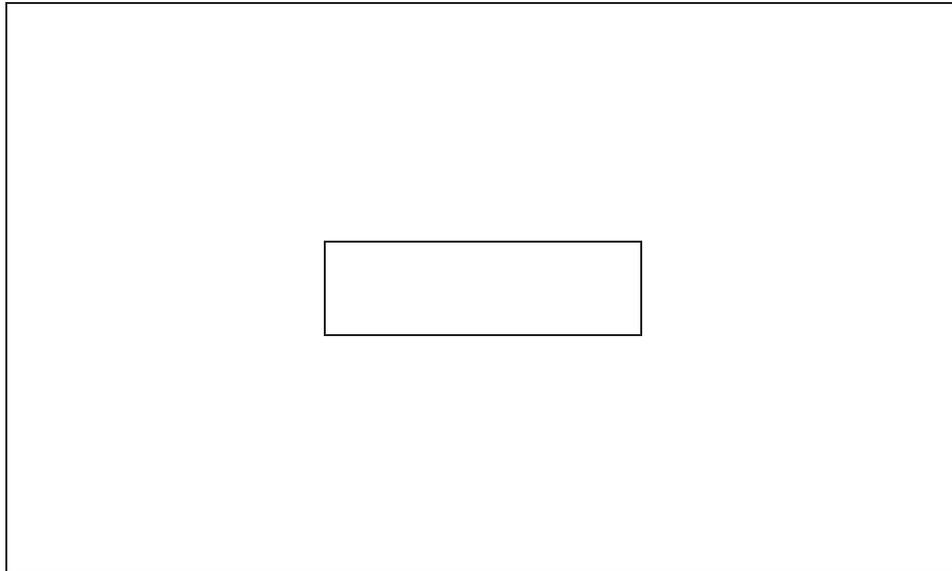
For each word, write a plus (+) in the blank next to it if the child correctly pronounces it until you have identified 10 unknown words.

If you readminister the inventory, return only to those words not automatically recognized during previous testing.

Scoring and Interpretation

There is no cumulative score. Each word is actually a separate "skill," which means that there is a very direct link between testing and teaching. Any word that is not pronounceable automatically simply requires more practice!

(continued)



Test of Fry Instant Words (page 2 of 5)

First 100 Words

| | | | |
|------|-------|-------|--------|
| the | or | will | number |
| of | one | up | no |
| and | had | other | way |
| a | by | about | could |
| to | word | out | people |
| in | but | many | my |
| is | not | then | than |
| you | what | them | first |
| that | all | these | water |
| it | were | so | been |
| he | we | some | call |
| was | when | her | who |
| for | your | would | oil |
| on | can | make | now |
| are | said | like | find |
| as | there | him | long |
| with | use | into | down |
| his | an | time | day |
| they | each | has | did |
| I | which | look | get |
| at | she | two | come |
| be | do | more | made |
| this | how | write | may |
| have | their | go | part |
| from | if | see | over |

(continued)

Test of Fry Instant Words (page 3 of 5)

First 100 Words

| | | | | | | | |
|------|-------|-------|-------|-------|-------|--------|-------|
| the | _____ | or | _____ | will | _____ | number | _____ |
| of | _____ | one | _____ | up | _____ | no | _____ |
| and | _____ | had | _____ | other | _____ | way | _____ |
| a | _____ | by | _____ | about | _____ | could | _____ |
| to | _____ | word | _____ | out | _____ | people | _____ |
| in | _____ | but | _____ | many | _____ | my | _____ |
| is | _____ | not | _____ | then | _____ | than | _____ |
| you | _____ | what | _____ | them | _____ | first | _____ |
| that | _____ | all | _____ | these | _____ | water | _____ |
| it | _____ | were | _____ | so | _____ | been | _____ |
| he | _____ | we | _____ | some | _____ | call | _____ |
| was | _____ | when | _____ | her | _____ | who | _____ |
| for | _____ | your | _____ | would | _____ | oil | _____ |
| on | _____ | can | _____ | make | _____ | now | _____ |
| are | _____ | said | _____ | like | _____ | find | _____ |
| as | _____ | there | _____ | him | _____ | long | _____ |
| with | _____ | use | _____ | into | _____ | down | _____ |
| his | _____ | an | _____ | time | _____ | day | _____ |
| they | _____ | each | _____ | has | _____ | did | _____ |
| I | _____ | which | _____ | look | _____ | get | _____ |
| at | _____ | she | _____ | two | _____ | come | _____ |
| be | _____ | do | _____ | more | _____ | made | _____ |
| this | _____ | how | _____ | write | _____ | may | _____ |
| have | _____ | their | _____ | go | _____ | part | _____ |
| from | _____ | if | _____ | see | _____ | over | _____ |

(continued)

Test of Fry Instant Words (page 4 of 5)

Second 100 Words

| | | | |
|----------|---------|-----------|---------|
| new | great | put | kind |
| sound | where | end | hand |
| take | help | does | picture |
| only | through | another | again |
| little | much | well | change |
| work | before | large | off |
| know | line | must | play |
| place | right | big | spell |
| year | too | even | air |
| live | mean | such | away |
| me | old | because | animal |
| back | any | turn | house |
| give | same | here | point |
| most | tell | why | page |
| very | boy | ask | letter |
| after | follow | went | mother |
| thing | came | men | answer |
| our | went | read | found |
| just | show | need | study |
| name | also | land | still |
| good | around | different | learn |
| sentence | form | home | should |
| man | three | us | America |
| think | small | move | world |
| say | set | try | high |

(continued)

Test of Fry Instant Words (page 5 of 5)

Second 100 Words

| | | | | | | | |
|----------|-------|---------|-------|-----------|-------|---------|-------|
| new | _____ | great | _____ | put | _____ | kind | _____ |
| sound | _____ | where | _____ | end | _____ | hand | _____ |
| take | _____ | help | _____ | does | _____ | picture | _____ |
| only | _____ | through | _____ | another | _____ | again | _____ |
| little | _____ | much | _____ | well | _____ | change | _____ |
| work | _____ | before | _____ | large | _____ | off | _____ |
| know | _____ | line | _____ | must | _____ | play | _____ |
| place | _____ | right | _____ | big | _____ | spell | _____ |
| year | _____ | too | _____ | even | _____ | air | _____ |
| live | _____ | mean | _____ | such | _____ | away | _____ |
| me | _____ | old | _____ | because | _____ | animal | _____ |
| back | _____ | any | _____ | turn | _____ | house | _____ |
| give | _____ | same | _____ | here | _____ | point | _____ |
| most | _____ | tell | _____ | why | _____ | page | _____ |
| very | _____ | boy | _____ | ask | _____ | letter | _____ |
| after | _____ | follow | _____ | went | _____ | mother | _____ |
| thing | _____ | came | _____ | men | _____ | answer | _____ |
| our | _____ | went | _____ | read | _____ | found | _____ |
| just | _____ | show | _____ | need | _____ | study | _____ |
| name | _____ | also | _____ | land | _____ | still | _____ |
| good | _____ | around | _____ | different | _____ | learn | _____ |
| sentence | _____ | form | _____ | home | _____ | should | _____ |
| man | _____ | three | _____ | us | _____ | America | _____ |
| think | _____ | small | _____ | move | _____ | world | _____ |
| say | _____ | set | _____ | try | _____ | high | _____ |

Informal Decoding Inventory

This inventory includes six subtests that progress in difficulty. The first five address single-syllable decoding; the last addresses multisyllabic decoding. Grouping decisions are based on the first subtest the student fails to pass. It is not necessary to total scores across subtests but simply to identify the highest level of proficiency. Use a criterion of 8 correct for real words and 6 for nonsense words as proficiency with a particular word type.

DIRECTIONS FOR ADMINISTRATION

Short Vowels

Point to **sat**. Say, “What is this word?” Go from left to right on the scoring form (top to bottom for the child), repeating this question for each word in row 1. It is fine if the student reads across the line without prompting. Repeat the procedure for row 2 (nonsense words). (Note: If the student cannot pass this subtest, consider placing the student in a Tier 3 intensive intervention program and using the assessments that accompany that program.)

Consonant Blends and Digraphs

Point to **blip**. Say, “What is this word?” Go from left to right on the scoring form, repeating this question for each word in row 1. It is fine if the student reads across the line without prompting. Repeat the procedure for row 2 (nonsense words).

R-Controlled Vowel Patterns

Point to **card**. Say, “What is this word?” Go from left to right on the scoring form, repeating this question for each word in row 1. It is fine if the student reads across the line without prompting. Repeat the procedure for row 2 (nonsense words).

Vowel–Consonant–e

Point to **stale**. Say, “What is this word?” Go from left to right on the scoring form, repeating this question for each word in row 1. It is fine if the student reads across the line without prompting. Repeat the procedure for row 2 (nonsense words).

Vowel Teams

Point to **neat**. Say, “What is this word?” Go from left to right on the scoring form, repeating this question for each word in row 1. It is fine if the student reads across the line without prompting. Repeat the procedure for row 2 (nonsense words). For nonsense words *feap* and *tead* accept either the long or short /e/ sound.

Multisyllabic Words

This subtest contains only real words, and they progressively differ in syllable type. Point to **flannel**. Say, “What is this word?” Go from left to right on the scoring form, repeating this question for each word.

(continued)

Informal Decoding Inventory: Teacher Protocol

Name: _____ Date: _____

| Short Vowels | | | | | | | | | |
|---------------------|-----|-----|-----|-----|-----|-----|-------|-----|-----|
| sat | pot | beg | nip | cub | pad | top | hit | met | nut |
| | | | | | | | | | |
| | | | | | | | Total | | |
| mot | tib | han | teg | fet | lup | nid | pab | hud | gop |
| | | | | | | | | | |
| | | | | | | | Total | | |

| Consonant Blends and Digraphs | | | | | | | | | |
|--------------------------------------|-------|------|------|-------|-------|------|-------|------|------|
| blip | check | clam | chin | thick | frank | mint | fist | grab | rest |
| | | | | | | | | | |
| | | | | | | | Total | | |
| clop | prib | hest | chot | slen | bund | bist | hald | slub | shad |
| | | | | | | | | | |
| | | | | | | | Total | | |

| R-Controlled Vowel Patterns | | | | | | | | | |
|------------------------------------|-------|------|-------|------|------|------|-------|------|-------|
| card | stork | term | burst | turf | fern | dirt | nark | firm | mirth |
| | | | | | | | | | |
| | | | | | | | Total | | |
| fird | barp | forn | serp | surt | perd | kurn | nirt | mork | tarst |
| | | | | | | | | | |
| | | | | | | | Total | | |

(continued)

Informal Decoding Inventory: Teacher Protocol (page 2 of 2)

| Vowel-Consonant-e | | | | | | | | | |
|--------------------------|------|------|------|-------|-------|------|-------|------|-------|
| stale | hike | dome | cube | blame | chive | cute | prone | vane | brine |
| | | | | | | | | | |
| | | | | | | | Total | | |
| bame | neme | hile | pome | rute | nube | vope | clate | vike | pene |
| | | | | | | | | | |
| | | | | | | | Total | | |

| Vowel Teams | | | | | | | | | |
|--------------------|-------|------|------|-------|-------|-------|-------|-------|-------|
| neat | spoil | goat | pail | field | fruit | claim | meet | beast | boast |
| | | | | | | | | | |
| | | | | | | | Total | | |
| craid | houn | rowb | noy | feap | nuit | maist | ploat | tead | steen |
| | | | | | | | | | |
| | | | | | | | Total | | |

| Multisyllabic Words | | | | | | | | | |
|----------------------------|--------|-------|-------|---------|---------|---------|---------|---------|----------|
| flannel | submit | cupid | spiky | confide | cascade | varnish | surplus | chowder | approach |
| | | | | | | | | | |
| | | | | | | | Total | | |

Informal Decoding Inventory: Student Materials

| | | | | | |
|-----|-------|-------|-------|--------|----------|
| sat | blip | card | stale | neat | flannel |
| pot | check | stork | hike | spoil | submit |
| beg | clam | term | dome | goat | cupid |
| nip | chin | burst | cube | pail | spiky |
| cub | thick | turf | blame | field | confide |
| pad | frank | fern | chive | fruit | cascade |
| top | mint | dirt | cute | claim | varnish |
| hit | fist | nark | prone | meet | surplus |
| met | grab | firm | vane | beast | chowder |
| nut | rest | mirth | brine | boast | approach |
| mot | clop | fird | bame | craid | |
| tib | prib | barp | neme | houn | |
| han | hest | forn | hile | rowb | |
| teg | chot | serp | pome | noy | |
| fet | slen | surt | rute | feap | |
| lup | bund | perd | nube | nuit | |
| nid | bist | kurn | vope | maist | |
| pab | hald | nirt | clate | plloat | |
| hud | slub | mork | vike | tead | |
| gop | shad | tarst | pene | steen | |

| | |
|-------------------|--|
| Integrated | <input type="checkbox"/> Whole-class instruction in kindergarten will include phonological awareness, alphabet knowledge, and some decoding and spelling instruction. First grade will include work with words in isolation for reading and for spelling. |
| Explicit | <input type="checkbox"/> There are only two major areas of instructional focus: teachers work with oral phonological awareness tasks and with word recognition in isolation. <input type="checkbox"/> Instructional talk is clear and brief; it targets only mastery of letter names, letter sounds, word reading, segmentation, blending, and spelling. <input type="checkbox"/> The teacher names the focus skill or strategy. <input type="checkbox"/> The teacher models the focus skill or strategy. |
| Scaffolded | <input type="checkbox"/> Group size is small enough to maintain attention. <input type="checkbox"/> The teacher provides extended guided practice, with every student responding. <input type="checkbox"/> The teacher corrects errors by modeling and repeating. |
| Systematic | <input type="checkbox"/> The teacher has a plan for a series of lessons for the group. Instructional strategies are the same each day, but there is both new content and review content each day. <input type="checkbox"/> The teacher has a plan for progress monitoring. At the end of a series of lessons, the teachers assesses whether each student is proficient in the content before regrouping and planning the next sequence of lessons. |

FIGURE 4.2. Checklist for targeting phonological awareness and word recognition.

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Basic Alphabet Knowledge: Generic Lesson Plan

| Alphabet Review (3 minutes) |
|---|
| Let's sing our ABCs. The ABCs are the letters that we use to read and write. Watch my mouth and sing with me. |
| Let's say the ABCs. The ABCs are the letters that we use to read and write. Watch my mouth. I'll say a letter, and then you say it after me. |
| Now let's look at the ABCs. There are two shapes for each one. I'll say the name, and then I'll point to the shapes. You say the name, and you point to the shapes. |
| Initial Sound Sorting (5 minutes) |
| Now let's think about sounds. You have a picture of a _____ and a _____ and a _____ and a _____. Point to the _____. The word _____ starts with the sound / _____. [Repeat for each.] Now let's use some other words. Say the word _____. _____/_____, _____/_____, _____/_____, or _____/_____. Point to the picture with the same starting sound. Right. _____. They both start with _____. [Repeat for each.] |
| Letter Names and Sounds (2 minutes) |
| Now let's think about letters. You have _____ letters today. These two _____ are named _____. Point to your _____s. Look at the shapes. [Repeat for each.] I will say a letter name, and you point to the right shape. These letters have sounds. These two say _____. Point to your _____s. Say the sound. [Repeat for each.] I will say a letter sound, and you point to the right shape. |
| High-Frequency Words (3 minutes) |
| Now let's think about words. You have a new word. The new word is _____. What word? You use that word when you say, "[common phrase]." The word _____ is easy to read. Watch me say the sounds: /_____/ /_____/ [etc.]. There are _____ sounds. Watch me write the letters: _____. There are _____ letters. The first letter(s) make the sound /_____/ . The next letter(s) make the sound /_____/ /_____/ [etc.]. [Repeat for the next new word each day. Then hand out a list of all words.] Look at all of your words. I am going to say a word and you point to it. |
| Tracking Memorized Text (2 minutes) |
| Now let's think about a sentence. This sentence says _____. You say that. Now let me show you how to read it. I look at each word, then I say the word out loud and touch it with my finger. Watch me. Now you do it with me. |

Basic Alphabet Knowledge: Sample Script for Lesson 5

| Alphabet Review (3 minutes) |
|---|
| Let's sing our ABCs. The ABCs are the letters that we use to read and write. Watch my mouth and sing with me. |
| Let's say the ABCs. The ABCs are the letters that we use to read and write. Watch my mouth. I'll say a letter, and then you say it after me. |
| Now let's look at the ABCs. There are two shapes for each one. I'll say the name, and then I'll point to the shapes. You say the name, and you point to the shapes. |
| Initial Sound Sorting: b/r/t/n (5 minutes) |
| Now let's think about sounds. You have a picture of ball and rope and tape and net. Point to the ball. The word <i>ball</i> starts with the sound /b/. Point to the rope. The word <i>rope</i> starts with the sound /r/. Point to the tape. The word <i>tape</i> starts with the sound /t/. Point to the net. The word <i>net</i> starts with the sound /n/. |
| Now let's use some other words. Say the word <i>tip</i> . <i>Tip/ball</i> , <i>tip/rope</i> , <i>tip/tape</i> , or <i>tip/net</i> ? Point to the picture with the same starting sound. Right. <i>Tip/tape</i> . They both start with /t/. |
| Say the word <i>nest</i> . <i>Nest/ball</i> , <i>nest/rope</i> , <i>nest/tape</i> , or <i>nest/net</i> ? Point to the picture with the same starting sound. Right. <i>Nest/net</i> . They both start with /n/. [Repeat with each item.] |
| Letter Names and Sounds: Bb/Rr/Tt/Nn |
| Now let's think about letters. You have four letters today. These two are named Bb. Point to your Bbs. Look at the shapes. These two are named Rr. Point to your Rrs. Look at the shapes. These two are named Tt. Point to the Tts. Look at the shapes. These two are named Nn. Point to the Nns. Look at the shapes. I will say a letter name, and you point to the right shape. [Drill as quickly as you can.] |
| These letters have sounds. These two say /b/. Point to your Bbs. Say the sound. These two say /r/. Point to your Rrs. Say the sound. These two say /t/. Point to your Tts. Say the sound. These two say /n/. Point to your Nns. Say the sound. |
| I will say a letter sound, and you point to the right shape. [Drill as quickly as you can.] |
| High-Frequency Words |
| Now let's think about words. You have a new word. The new word is <i>to</i> . What word? You use that word when you say, "I go to the park." The word <i>to</i> is easy to read. Watch me say the sounds: /t/ /oo/. There are two sounds. Watch me write the letters: <i>to</i> . There are two letters. The first letter is <i>t</i> and it makes the sound /t/. The next letter is <i>o</i> and it makes the sound /oo/ [etc.]. |
| Look at all of your words. I am going to say a word and you point to it. |
| Tracking Memorized Text |
| Now let's think about a sentence. This sentence says, "The playground is fun." You say that. Now let me show you how to read it. I look at each word, then I say the word out loud and touch it with my finger. Watch me. "The playground is fun." Now you do it with me. "The playground is fun." |

Alphabet Pointing Grid

| | | | | |
|----|----|----|----|----|
| Aa | Bb | Cc | Dd | |
| Ee | Ff | Gg | | |
| Hh | Ii | Jj | Kk | |
| Ll | Mm | Nn | Oo | Pp |
| Qq | Rr | Ss | | |
| Tt | Uu | Vv | | |
| Ww | Xx | | | |
| Yy | Zz | | | |

Teacher Words for Initial Sound Sorting

| | |
|-----------|--|
| 1 | back, mother, my, box, man, big, make, baby, boy, more |
| 2 | sale, big, move, by, sand, march, sack, bottle, Monday, soon, bark, me |
| 3 | red, bat, monkey, song, rat, Monday, sip, room, ball, mask, sandal, rock, me, bug, Saturday, bake |
| 4 | top, sing, marker, tin, read, salt, milk, tan, round, soft, morning, ride, ten, muffin, send, run |
| 5 | tip, nest, rooster, town, ball, nice, room, bike, take, nap, ride, bark, rake, tear, bend, ripe, nose |
| 6 | neck, rat, gas, never, table, run, gift, nail, take, rubber, golf, knee, tap, rip, gap, tent |
| 7 | sun, in, girl, nice, sick, if, goal, knock, sack, ill, game, knife, sock, iguana, go, no |
| 8 | name, garbage, pack, illustrator, napkin, inch, geese, pail, imagine, peek, neat, indoors, garden, ink, gate, need, porch, ghost |
| 9 | if, absent, paint, rag, in, ill, ask, race, accident, pan, act, rain, important, radio, pig, pill, address |
| 10 | hair, adventure, bear, macaroni, hot, after, alphabet, balloon, mad, book, hand, animal, meat, heart, backpack, market |
| 11 | tell, lift, horse, take, astronaut, let, tag, home, time, add, lock, ham, at, happy, top, ash, lake |
| 12 | pig, cow, like, guy, lap, can, park, cap, gate, pot, left, give, pet, coat, lick, goalie |
| 13 | hand, forest, camp, lip, hit, castle, fork, loud, corn, horn, little, fat, cat, hot, fake, lake |
| 14 | ham, down, ink, five, dive, hall, inch, find, hope, doll, ill, face, house, in, dog, feet |

(continued)

Teacher Words for Initial Sound Sorting (page 2 of 2)

| | |
|----|--|
| 15 | park, ask, deer, food, dark, peek, find, door, anteater, pink, pants, add, fat, attic, four, deep |
| 16 | farm, olive, dip, fork, odd, ox, dime, fiddle, ostrich, damp, pinch, pickle, pot, pan, first, dad |
| 17 | jeep, dome, otter, donut, focus, jacket, ox, dentist, feet, olive, fun, jump, October, jet, Friday, dial |
| 18 | pork, kid, farmer, otter, pick, kind, fur, ostrich, pin, falcon, kettle, olive, puck, film, on, key |
| 19 | kitchen, wake, olive, king, winter, kite, jeans, kiss, ostrich, jog, otter, walk, juice, on, jacket, wig |
| 20 | kitten, end, wagon, jug, jack, elk, wall, kind, kit, joint, elf, kick, window, juggle, wolf, egg |
| 21 | kick, yellow, enter, Wednesday, elbow, kitten, went, etch, yesterday, kite, walking, yam, kernel, yoke, willow, every |
| 22 | very, we, you, egg, vine, elevator, your, white, effort, yack, yum, work, vein, vent, woman, every |
| 23 | kite, vine, yellow, uncle, kill, very, ugly, yack, kindest, voice, kept, yet, yesterday, up, under, veal |
| 24 | yell, vault, upside down, zoo, ugly, zigzag, varnish, under, yonder, uncle, zone, yuck, vein, yack, zipper, upper, vacant |
| 25 | yogurt, zero, value, unhappy, zip, villain, upper, year, young, voice, zinnia, yawn, zoo, underwear, vine |
| 26 | volume, zucchini, yes, vane, exercise, zipper, year, x-ray, vapor, zone, yesterday, zoo, van, exit, yolk |
| 27 | you, zero, view, your, value, x-ray, zip, yellow, varnish, yank, exercise, zinnia, zoo, vein, yucky |
| 28 | oxen, under, exercise, zucchini, otter, up, zipper, ostrich, x-ray, zone, unhappy, olive, zoo, umpire |
| 29 | egg, under, astronaut, imp, October, underline, elevator, up, inch, ankle, ocelot, actor, insect, odd, entrance, action, end, iguana, on, ugly |
| 30 | add, olive, insect, omelet, underwear, inside, acid, infant, alligator, angry, us, iguana, otter, athlete, ox, upside down |

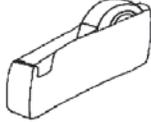
Student Materials for Basic Alphabet Knowledge

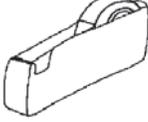
| | | | | |
|---|---|---|--|--|
| 1 |  |  | | |
| | Bb | Mm | | |
| | the | of | | |
| | Alexa is the best runner. | | | |

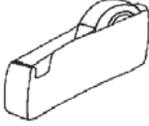
| | | | | |
|---|---|---|--|--|
| 2 |  |  |  | |
| | Bb | Mm | Ss | |
| | the | of | and | |
| | I fed the hungry dog. | | | |

| | | | | |
|---|---|---|--|---|
| 3 |  |  |  |  |
| | Bb | Mm | Ss | Rr |
| | the | of | and | |
| | I read and I write. | | | |

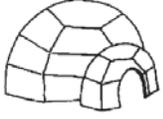
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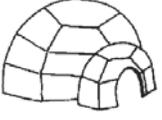
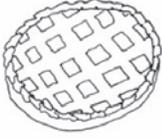
| | | | | |
|---|---|---|--|---|
| 4 |  |  |  |  |
| | Mm | Rr | Ss | Tt |
| | the | of | and | a |
| | I planted a seed. | | | |

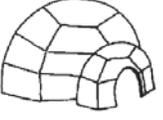
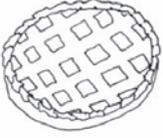
| | | | | | |
|---|---|---|--|---|----|
| 5 |  |  |  |  | |
| | Bb | Rr | Tt | Nn | |
| | the | of | and | a | to |
| | We go to the top. | | | | |

| | | | | | |
|---|---|---|--|---|----|
| 6 |  |  |  |  | |
| | Rr | Tt | Nn | Gg | |
| | and | to | of | in | is |
| | I like to listen to stories. | | | | |

(continued)

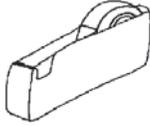
| | | | | | |
|---|---|---|--|---|-----|
| 7 |  |  |  |  | |
| | Ss | Nn | Gg | Ii | |
| | of | a | in | is | you |
| | You are doing great work. | | | | |

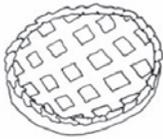
| | | | | | |
|---|---|---|--|---|------|
| 8 |  |  |  |  | |
| | Nn | Gg | Ii | Pp | |
| | the | in | is | you | that |
| | You ride that bus to school. | | | | |

| | | | | | |
|---|---|---|--|---|----|
| 9 |  |  |  |  | |
| | Ii | Pp | Rr | Aa | |
| | in | is | you | that | it |
| | That crayon is mine. | | | | |

(continued)

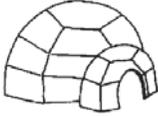
| | | | | | |
|----|---|---|--|---|----|
| 10 |  |  |  |  | |
| | Mm | Aa | Bb | Hh | |
| | and | of | in | you | he |
| | He did the best today. | | | | |

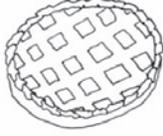
| | | | | | |
|----|---|---|--|---|-----|
| 11 |  |  |  |  | |
| | Hh | Aa | Tt | Ll | |
| | to | the | is | of | was |
| | The sun was very hot. | | | | |

| | | | | | |
|----|---|---|--|---|-----|
| 12 |  |  |  |  | |
| | Pp | Gg | Ll | Cc | |
| | in | of | that | you | for |
| | I have a present for you. | | | | |

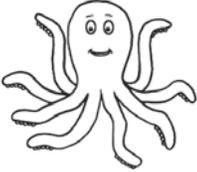
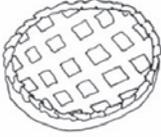
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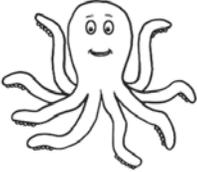
| | | | | | | | | |
|----|---|-----|---|----|--|--|---|--|
| 13 |  | |  | |  | |  | |
| | Cc | | Ll | | Hh | | Ff | |
| | he | was | for | it | on | | | |
| | He has two grandmas. | | | | | | | |

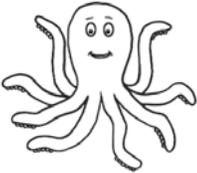
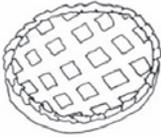
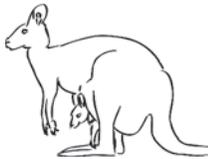
| | | | | | | | | |
|----|---|-----|---|-----|--|--|---|--|
| 14 |  | |  | |  | |  | |
| | Ii | | Ff | | Hh | | Dd | |
| | you | was | that | for | are | | | |
| | You are a good friend. | | | | | | | |

| | | | | | | | | |
|----|---|------|---|-----|--|--|---|--|
| 15 |  | |  | |  | |  | |
| | Aa | | Pp | | Ff | | Dd | |
| | was | that | are | for | like | | | |
| | That was a funny book. | | | | | | | |

(continued)

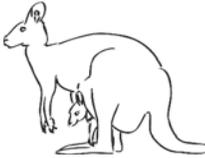
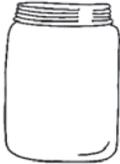
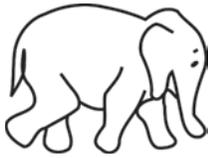
| | | | | | | | | |
|----|---|------|---|----|--|--|---|--|
| 16 |  | |  | |  | |  | |
| | Oo | | Pp | | Ff | | Dd | |
| | was | that | are | me | like | | | |
| | I like to eat chocolate. | | | | | | | |

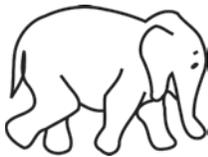
| | | | | | | | | |
|----|---|----|---|-----|--|--|---|--|
| 17 |  | |  | |  | |  | |
| | Oo | | Jj | | Ff | | Dd | |
| | like | me | are | she | can | | | |
| | My brother can swim fast. | | | | | | | |

| | | | | | | | | |
|----|---|----|---|-----|--|--|---|--|
| 18 |  | |  | |  | |  | |
| | Oo | | Pp | | Ff | | Kk | |
| | like | me | go | she | can | | | |
| | We go to the movies. | | | | | | | |

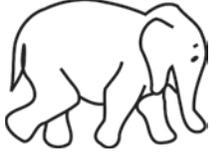
(continued)

| | | | | | |
|----|---|---|--|---|-----|
| 19 |  |  |  |  | |
| | Oo | Jj | Ww | Kk | |
| | in | the | is | she | can |
| | I can climb a ladder. | | | | |

| | | | | | |
|----|---|---|--|---|------|
| 20 |  |  |  |  | |
| | Kk | Jj | Ww | Ee | |
| | like | me | my | she | that |
| | She is my teacher. | | | | |

| | | | | | |
|----|---|---|--|---|------|
| 21 |  |  |  |  | |
| | Kk | Yy | Ww | Ee | |
| | this | me | my | she | that |
| | This parrot is a funny bird. | | | | |

(continued)

| | | | | | |
|----|---|---|--|---|----|
| 22 |  |  |  |  | |
| | Vv | Yy | Ww | Ee | |
| | this | play | are | can | be |
| | We can work together. | | | | |

| | | | | | |
|----|---|---|--|---|------|
| 23 |  |  |  |  | |
| | Kk | Yy | Uu | Vv | |
| | go | this | play | be | like |
| | We go to play outside. | | | | |

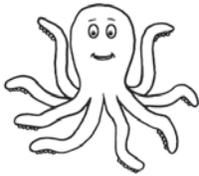
| | | | | | |
|----|---|---|--|---|------|
| 24 |  |  |  |  | |
| | Zz | Yy | Uu | Vv | |
| | me | like | down | she | here |
| | She walks down the hall. | | | | |

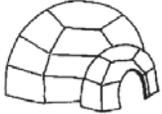
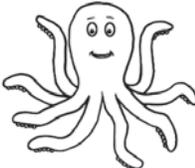
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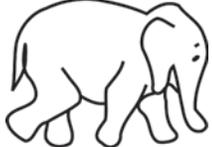
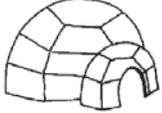
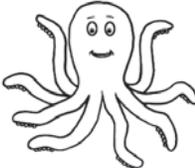
| | | | | | |
|----|---|---|--|---|------|
| 25 |  |  |  |  | |
| | Zz | Uu | Yy | Vv | |
| | her | me | down | she | play |
| | Her dress is green. | | | | |

| | | | | | |
|----|---|---|--|---|------|
| 26 |  |  |  |  | |
| | Zz | Vv | Yy | Xx | |
| | we | down | be | here | jump |
| | I jump down here. | | | | |

| | | | | | |
|----|---|---|--|---|-----|
| 27 |  |  |  |  | |
| | Zz | Yy | Vv | Xx | |
| | here | jump | at | down | see |
| | I can see many children. | | | | |

| | | | | | |
|----|---|---|--|---|-----|
| 28 |  |  |  |  | |
| | Zz | Oo | Uu | Xx | |
| | jump | down | me | In | see |
| | I can see anything. | | | | |

| | | | | | |
|----|---|---|---|--|---|
| 29 |  |  |  |  |  |
| | Aa | Ee | Ii | Oo | Uu |
| | jump | we | down | at | see |
| | You can see me jump down. | | | | |

| | | | | | |
|----|---|---|---|--|---|
| 30 |  |  |  |  |  |
| | Aa | Ee | Ii | Oo | Uu |
| | jump | are | that | she | the |
| | The letters are easy. | | | | |

Basic Alphabet Knowledge: Assessment (Lessons 1–14)

Student Name: _____

| Alphabet Knowledge | | | | | | | | | | | | | | |
|---|---------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | Student can sing the alphabet. | | | | | | | | | | | | | |
| | Student can say the alphabet. | | | | | | | | | | | | | |
| | Student can track the alphabet. | | | | | | | | | | | | | |
| Letter Names | | | | | | | | | | | | | | |
| Given letters presented in random order, the student can identify | | | | | | | | | | | | | | |
| Bb | Mm | Ss | Rr | Tt | Nn | Gg | Ii | Pp | Aa | Hh | Ll | Cc | Ff | Dd |
| Letter Sounds | | | | | | | | | | | | | | |
| Given sounds presented in random order, the student can identify | | | | | | | | | | | | | | |
| Bb | Mm | Ss | Rr | Tt | Nn | Gg | Ii | Pp | Aa | Hh | Ll | Cc | Ff | Dd |

Basic Alphabet Knowledge: Assessment (Lessons 15–30)

Student Name: _____

| Letter Names | | | | | | | | | | | | | | |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Given letters presented in random order, the student can identify | | | | | | | | | | | | | | |
| Bb | Mm | Ss | Rr | Tt | Nn | Gg | li | Pp | Aa | Hh | LI | Cc | Ff | Dd |
| Oo | Jj | Kk | Ww | Ee | Yy | Vv | Uu | Zz | Xx | Qq | | | | |
| Letter Sounds | | | | | | | | | | | | | | |
| Given sounds presented in random order, the student can identify | | | | | | | | | | | | | | |
| Bb | Mm | Ss | Rr | Tt | Nn | Gg | li | Pp | Aa | Hh | LI | Cc | Ff | Dd |
| Oo | Jj | Kk | Ww | Ee | Yy | Vv | Uu | Zz | Xx | Qq | | | | |

Assessment Materials for Basic Alphabet Knowledge
(Lessons 1–14, 15–20)

| | | | | |
|----|----|----|----|----|
| Bb | Mm | Ss | Rr | Tt |
| Nn | Gg | Ii | Pp | Aa |
| Hh | Ll | Cc | Ff | Dd |
| Oo | Jj | Kk | Ww | Ee |
| Yy | Vv | Uu | Zz | Xx |
| Qq | | | | |

Using Letter Sounds: Generic Lesson Plan

Say-It-and-Move-It (up to 5 minutes)

First we will work with sounds. I am going to say a word. Then I am going to say the word slowly. Then I am going to say it and move it. Then you are going to say it and move it.

The first word is _____. I am going to say it slowly: _____, _____, _____. Now I am going to say it and move it: _____, _____, _____, _____. Now you say it and move it: _____, _____, _____, _____.

Sounding and Blending (up to 5 minutes)

Now we will work with words. I want you to sound and blend each word. The way that you do that is you look at each letter, make each sound out loud, and then say the sounds fast to make a word. I'll sound and blend each one, and then you'll do it.

Listen: _____, _____, _____, _____.
Read: _____, _____, _____, _____.
Listen: _____, _____, _____, _____.
Read: _____, _____, _____, _____.

Now that we've done them all together, I want you to read these words on your own. Look at each word. If you know it, just say it. If you don't know it, you can sound and blend. See how many of the words you can read in 1 minute. If you finish them, read them again.

High-Frequency Words (up to 5 minutes)

(two each day with cumulative review)

Now let's think about words. You have two new words. The first new word is _____. What word? You use that word when you say, "[common phrase]." The word _____ is easy to read. I am going to show you exactly how this word works. Watch me say the sounds: / ____ / / ____ / [etc.]. There are _____ sounds. Watch me write the letters: _____. There are _____ letters. The first letter(s) make the sound / ____ / . The next letter(s) make the sound / ____ / ____ / [etc.].

[Repeat for the next new word each day. Then hand out a list of all words.]

Look at all of your words. I am going to say a word and you point to it. [Drill quickly.]

Now I am going to say a word. I want you to point to that word. When I say "Go," spell it out loud.

Using Letter Sounds: Sample Script for Lesson 5

| Say-It-and-Move-It (up to 5 minutes) | | | | | | | | | |
|---|------|------|------|------|------|------|-----|----|------|
| <p>First we will work with sounds. I am going to say a word. Then I am going to say the word slowly. Then I am going to say it and move it. Then you are going to say it and move it.</p> <p>The first word is <i>lad</i>. What word? I am going to say it slowly: /l/ /a/ /d/, <i>lad</i>. Now I am going to say it and move it /l/ /a/ /d/, <i>lad</i> [this time moving a marker for each]. Now you say it and move it.</p> <p>Next I have <i>tin</i>. What word? I am going to say it slowly: /t/ /i/ /n/, <i>tin</i>. Now I am going to say it and move it /t/ /i/ /n/, <i>tin</i> [this time moving a marker for each]. Now you say it and move it.</p> <p>[Repeat modeling and student practice for each item.]</p> | | | | | | | | | |
| Sounding and Blending (up to 5 minutes) | | | | | | | | | |
| <p>Now we will work with words. I want you to sound and blend each word. The way that you do that is you look at each letter, make each sound, and then say the sounds fast to make a word. I'll sound and blend each one, and then you'll do it. Put your finger and your eyes on the first word.</p> <p>Listen: /l/ /a/ /d/ <i>lad</i>. Read: [Students: /l/ /a/ /d/ <i>lad</i>].</p> <p>Listen: /t/ /i/ /n/ <i>tin</i>. Read: [Students: /t/ /i/ /n/ <i>tin</i>].</p> <p>[Repeat for each word.]</p> <p>Now that we've done them all together, I want you to read these words on your own in 1 minute. Look at each word. If you know it, just say it. If you don't know it, you can sound and blend. See how many of the words you can read in 1 minute. If you finish them, read them again.</p> | | | | | | | | | |
| High-Frequency Words (up to 5 minutes) | | | | | | | | | |
| <p>[This example assumes that student data has revealed the need to teach these 10 words in week 1: <i>you, that, they, have, from, word, what, all, we, your</i>. Students had two new words each day.]</p> <p>Now let's think about words. You have two new words. The first new word is <i>we</i>. What word? You use that word when you say, "We are learning together." The word <i>we</i> is easy to read. I am going to show you exactly how it works. Watch me say the sounds: /w/ /e/. There are two sounds. Watch me write the letters: <i>we</i>. There are two letters. The first sound we hear is /w/ and we see the letter <i>w</i>. The next sound we hear is /ee/ and we see the letter <i>e</i>. That's easy. Two sounds, two letters.</p> <p>The next new word is <i>your</i>. What word? You use that word when you say, "Your handwriting is getting better and better." The word <i>your</i> is easy to read. I am going to show you exactly how it works. Watch me say the sounds: /y/ /or/. There are two sounds. Watch me write the letters: <i>your</i>. There are four letters. The first sound we hear is /y/ and we see the letter <i>y</i>. The next sound we hear is /or/ and we see the letters <i>our</i> work together to make that one sound. Pay attention to those three.</p> <p>So let's review. [Hand out a strip or card with all words from the week so far.]</p> | | | | | | | | | |
| you | that | they | have | from | word | what | all | we | your |
| <p>I am going to say a word, and you point to it. [Drill quickly to include all 10 words in random order at least once.]</p> <p>I am going to say a word, and you find it and when I say "Go," spell it out loud. [If time allows, also include all 10 words at least once.]</p> | | | | | | | | | |

Elkonin Boxes for Say-It-and-Move-It

| | | |
|--|--|--|
| | | |
|--|--|--|



| | | |
|--|--|--|
| | | |
|--|--|--|



Words for Say-It-and-Move-It and Sounding and Blending

| | | | | | |
|---|-----|-----|-----|-----|-----|
| 1 | cat | big | cob | top | bad |
| | bid | not | bag | rot | did |
| | dip | bat | cab | fig | bob |
| 2 | rat | hop | jog | lit | jam |
| | hit | pot | sit | tap | lap |
| | pig | hid | rob | mat | pop |
| 3 | not | sag | hot | fit | zip |
| | jab | mom | hat | nip | cab |
| | pop | not | fin | dad | wig |

(continued)

Words for Say-It-and-Move-It and Sounding and Blending (page 2 of 5)

| | | | | | |
|---|-----|-----|-----|-----|-----|
| 4 | mad | mop | bit | sob | rim |
| | rag | win | lot | tan | fat |
| | lip | dot | pad | rig | Tom |
| 5 | lad | tin | got | sop | hip |
| | kid | ham | rap | lot | his |
| | yap | cat | job | dig | mob |
| 6 | sip | bed | met | cup | bug |
| | get | sit | pup | pin | yes |
| | fun | pen | tin | kit | tub |

(continued)

Words for Say-It-and-Move-It and Sounding and Blending (page 3 of 5)

| | | | | | |
|---|-----|-----|-----|-----|-----|
| 7 | rib | red | hut | rug | pit |
| | him | beg | mud | dig | cut |
| | let | web | bin | bus | men |
| 8 | win | den | tip | set | tug |
| | bun | bet | kit | fin | rub |
| | led | dim | vet | bud | pup |
| 9 | fit | hem | rid | nut | hen |
| | gum | tip | peg | hit | run |
| | pet | wig | but | wet | dug |

(continued)

Words for Say-It-and-Move-It and Sounding and Blending (page 4 of 5)

| | | | | | |
|----|-----|-----|-----|-----|-----|
| 10 | pin | sum | hug | leg | big |
| | lit | wet | hid | hum | sit |
| | lug | bed | jet | sun | wed |
| 11 | get | big | yes | can | dip |
| | cap | bid | sat | tag | lab |
| | did | ten | met | fig | pen |
| 12 | fan | lip | red | had | let |
| | web | lit | pat | pig | beg |
| | ram | hit | wag | hid | men |

(continued)

Words for Say-It-and-Move-It and Sounding and Blending (page 5 of 5)

| | | | | | |
|----|-----|-----|-----|-----|-----|
| 13 | pan | bet | bit | tap | den |
| | lip | jam | led | rim | hat |
| | pet | rig | ran | kin | set |
| 14 | lad | tin | hem | hip | kid |
| | ham | pet | hen | rap | his |
| | yap | peg | cat | dig | wet |

Using Letter Sounds: Assessment

Student Name: _____

| Segmenting and Blending | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|-----|
| Given words presented orally, the student can segment and then blend sounds. Use a criterion of 5/8 to signal initial proficiency. | | | | | | | |
| map | net | sad | rim | mug | rip | cub | ten |
| Sounding and Blending | | | | | | | |
| Given words presented in random order, the student can sound and blend. Use a criterion of 5/8 to signal initial proficiency. | | | | | | | |
| map | net | sad | rim | mug | rip | cub | ten |
| High-Frequency Words (test the 20 words you taught) | | | | | | | |
| Given words presented in random order, the student can identify these. Reteach words still not known into the next set of lessons. | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Using Letter Patterns: Generic Lesson Plan

Oral Segmenting and Blending (up to 3 minutes)

First we will work with sounds. I am going to say a word slowly and I want you to say it fast. Watch my fingers so we can stay together.

Now I am going to say a word quickly and I want you to say it slowly. Watch my fingers so we can stay together.

Teaching Letter Patterns (8 minutes)

Now we'll work on reading and spelling three vowel patterns.

The / _____ / pattern is at the end of the word _____. It is spelled _____.

The / _____ / pattern is at the end of the word _____. It is spelled _____.

The / _____ / pattern is at the end of the word _____. It is spelled _____.

I want you to listen to each word and think about which pattern you hear.

[Say the word. Ask children to repeat it. Then say word/pattern, word/pattern, word/pattern.]

Touch the word with the same pattern. Right!

_____ / _____ The pattern is _____ and I spell it with _____.

Now I am going to say the words again. This time I want you to spell each one [on paper or whiteboard]. Use your patterns to help you. [Dictate as many words from the list as time allows.]

High-Frequency Words (up to 4 minutes)

[Remember that these words are chosen with the high-frequency word inventory in Chapter 3. You need 20 words in all. Ten for week 1, 10 for week 2, and review in week 3.]

Now let's think about words. You have two new words. The first new word is _____. What word? You use that word when you say, "[common phrase]." The word _____ is easy to read.

I am going to show you exactly how this word works. Watch me say the sounds: / _____ / _____ / [etc.]. There are _____ sounds. Watch me write the letters: _____. There are _____ letters. The first letter(s) make the sound / _____ / _____. The next letter(s) make the sound / _____ / _____ / [etc].

[Repeat for the next new words each day. Then hand out a list of all words so far for the week.]

Look at all of your words. I am going to say a word and you point to it. [Drill quickly.]

Now I am going to say a word. I want you to point to that word. When I say "Go," spell it out loud.

Using Letter Patterns: Sample Script for Lesson 5

Oral Segmenting and Blending (up to 3 minutes)

First we will work with sounds. I am going to say a word slowly and I want you to say it fast. Watch my fingers so we can stay together. /v/ /a/ /n/. Say it fast. /l/ /a/ /p/. /r/ /a/ /n/. /s/ /a/ /t/. /n/ /a/ /p/. [Go through all 15 words.]

Now I am going to say a word quickly and I want you to say it slowly.

Van. Say it slowly. Watch my fingers so we can stay together. *Van* /v/ /a/ /n/. *Lap* /l/ /a/ /p/. *Ran* /r/ /a/ /n/. *Sat* /s/ /a/ /t/. *Nap* /n/ /a/ /p/. [Go through all 15 words.]

Teaching Letter Patterns (8 minutes)

Now we'll work on reading and spelling three vowel patterns.

The /ap/ pattern is at the end of the word *cap*. It is spelled *-ap*.

The /at/ pattern is at the end of the word *bat*. It is spelled *-at*.

The /an/ pattern is at the end of the word *pan*. It is spelled *-an*.

I want you to listen to each word and tell me which pattern you hear.

Van. What word? *Van/cap, van/bat, van/pan*. Touch the word with the same pattern.

Right! *Van/pan*. The pattern is *-an* and I spell it with *a-n*.

Lap. What word? *Lap/cap, lap/bat, lap/pan*. Touch the word with the same pattern.

Right! *Lap/cap*. The pattern is *-ap* and I spell it with *a-p*.

[Go through all 15 words.]

Now I am going to say the words again. This time I want you to write each one [on paper or whiteboard]. Use your patterns to help you. [Dictate as many words from the list as time allows.]

High-Frequency Words

[Remember that these words are chosen with the high-frequency word inventory in Chapter 3. You need 20 words in all. Ten for week 1, 10 for week 2, and review in week 3.]

Now let's think about words. You have two new words. The first new word is _____. What word? You use that word when you say, "[common phrase]." The word _____ is easy to read. I am going to show you exactly how this word works. Watch me say the sounds: /_____/ /_____/ [etc.]. There are _____ sounds. Watch me write the letters: _____. There are _____ letters. The first letter(s) make the sound /_____/ . The next letter(s) make the sound /_____/ /_____/ [etc.]. [Repeat for the next new words each day. Then hand out a list of all words so far for the week.]

Look at all of your words. I am going to say a word and you point to it. [Drill quickly.]

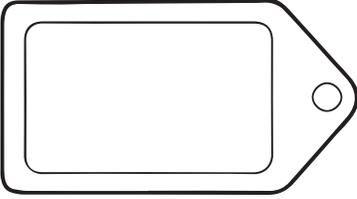
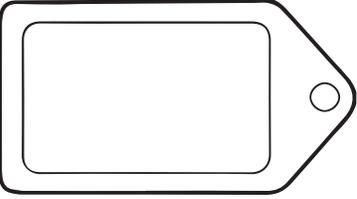
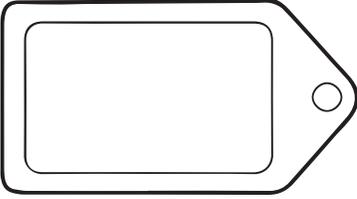
Now I am going to say a word. I want you to point to that word. When I say "Go," spell it out loud.

Teacher Word List for Using Letter Patterns

| | |
|-----------|--|
| 1 | pat, rap, sag, map, fat, nag, lap, mat, rag, rat, sat, nap, lag, wag, tap |
| 2 | can, cat, lag, tan, mat, wag, man, rag, pat, nag, ran, pan, rat, sag, fat |
| 3 | bad, cat, lag, lad, mat, nag, pat, dad, rag, rat, fad, sag, fat, had, wag |
| 4 | zap, dad, tap, wag, sag, had, rap, rag, pad, nap, nag, bad, lap, lad, lag |
| 5 | van, lap, ran, sat, nap, pat, man, sap, mat, zap, can, mat, rat, nap, tan |
| 6 | bill, bin, dip, tin, dill, hip, win, fill, rip, hill, sip, will, tip, till |
| 7 | sip, will, king, hill, tip, rip, fill, sing, dill, dip, hip, bill |
| 8 | zip, bit, win, fit, tip, tin, kit, bin, sip, lit, pit, rip, dip, sip, fin |
| 9 | pit, will, king, lit, till, fill, kit, sing, fit, dill, bit, bill |
| 10 | tin, fit, king, win, lit, kit, pit, bin, sing, bit, tip, fin |
| 11 | hot, cot, dock, got, hop, jot, pock, lot, sock, pop, top, pot, mock |
| 12 | rot, dug, pop, hug, not, hop, mug, hot, rug, got, tug, cot, pug, top |
| 13 | sock, tug, wick, lock, mug, dock, dug, lick, rug, pick, hug, tick, jug |
| 14 | rug, pop, not, mug, rot, hop, hug, cot, tug, hot, dug, jot |

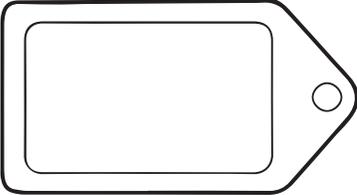
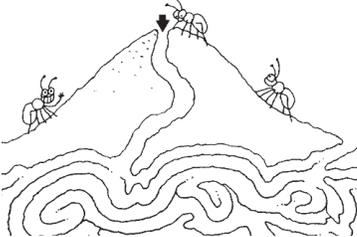
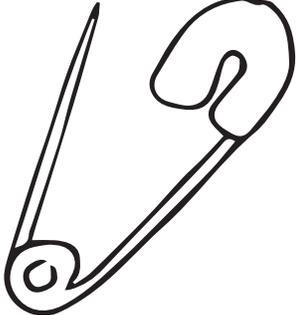
(continued)

Teacher Word List for Using Letter Patterns (page 2 of 6)

| | | | |
|---|---|--|---|
| 1 |  |  |  |
| | <p>__at cat</p> | <p>__ag tag</p> | <p>__ap cap</p> |
| 2 |  |  |  |
| | <p>__an van</p> | <p>__at cat</p> | <p>__ag tag</p> |
| 3 |  |  |  |
| | <p>__ad sad</p> | <p>__ag tag</p> | <p>__at cat</p> |

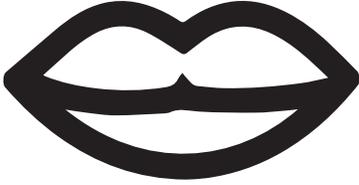
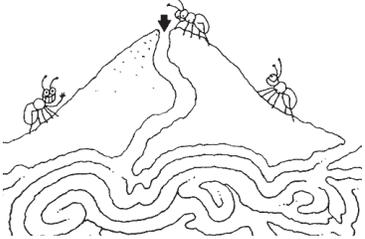
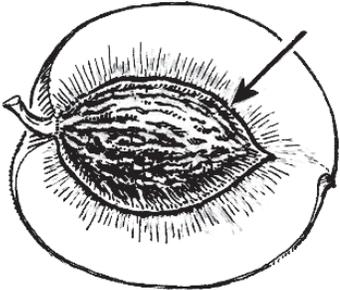
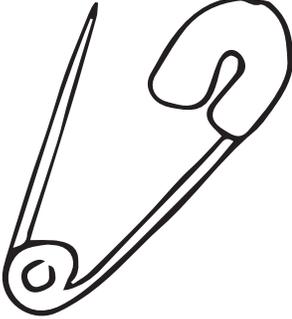
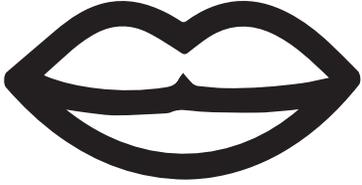
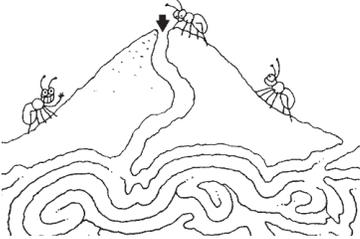
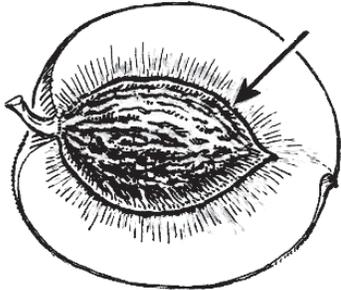
(continued)

Teacher Word List for Using Letter Patterns (page 3 of 6)

| | | | |
|---|---|--|---|
| 4 |  |  |  |
| | <p>__ad sad</p> | <p>__ag tag</p> | <p>__ap cap</p> |
| 5 |  |  |  |
| | <p>__ap cap</p> | <p>__at cat</p> | <p>__an van</p> |
| 6 |  |  |  |
| | <p>__ill hill</p> | <p>__ip lip</p> | <p>__in pin</p> |

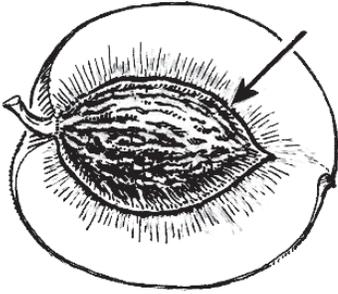
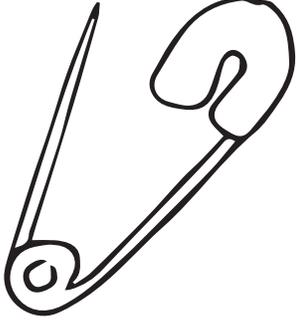
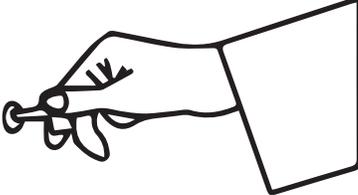
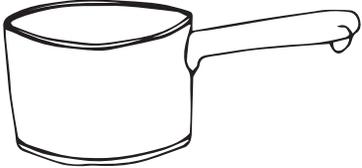
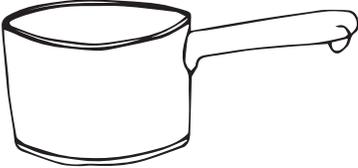
(continued)

Teacher Word List for Using Letter Patterns (page 4 of 6)

| | | | |
|---|---|---|---|
| 7 |  |  |  |
| | <p>__ing ring</p> | <p>__ip lip</p> | <p>__ill hill</p> |
| 8 |  |  |  |
| | <p>__it pit</p> | <p>__in pin</p> | <p>__ip lip</p> |
| 9 |  |  |  |
| | <p>__ill hill</p> | <p>__ing ring</p> | <p>__it pit</p> |

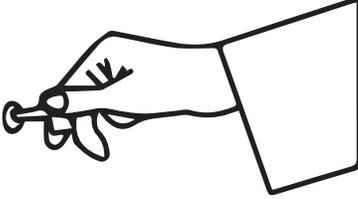
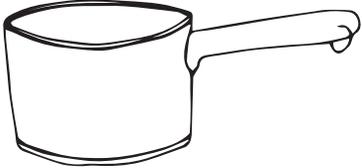
(continued)

Teacher Word List for Using Letter Patterns (page 5 of 6)

| | | | |
|----|---|--|---|
| 10 |  |  |  |
| | <p>__it pit</p> | <p>__ing ring</p> | <p>__in pin</p> |
| 11 |  |  |  |
| | <p>__ock lock</p> | <p>__op mop</p> | <p>__ot pot</p> |
| 12 |  |  |  |
| | <p>__ot pot</p> | <p>__op mop</p> | <p>__ug bug</p> |

(continued)

Teacher Word List for Using Letter Patterns (page 6 of 6)

| | | | |
|----|--|---|--|
| 13 |  |  |  |
| | <p>__ock lock</p> | <p>__ug bug</p> | <p>__ick sick</p> |
| 14 |  |  |  |
| | <p>__ug bug</p> | <p>__op mop</p> | <p>__ot pot</p> |

Using Letter Patterns: Assessment

Student Name: _____

| Segmenting and Blending | | | | | | | |
|---|-----|-----|-----|------|-----|------|-----|
| Given words presented orally, the student can segment and blend sounds. Use a criterion of 10/15 to signal initial proficiency. | | | | | | | |
| mad | bag | fan | map | hat | fin | lip | hit |
| top | pot | jug | tin | hill | wig | rock | |
| Sounding and Blending | | | | | | | |
| Given words presented in random order, the student can read these untaught short-vowel words. Use a criterion of 10/15 to signal initial proficiency. | | | | | | | |
| mad | bag | fan | map | hat | fin | lip | hit |
| top | pot | jug | tin | hill | wig | rock | |
| High-Frequency Words | | | | | | | |
| Given words presented in random order, the student can identify these. Words that the student cannot yet read can be retaught in the next lessons. | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

| | | | | | |
|------|-----|------|-----|-----|-----|
| mad | bag | fan | map | hat | fin |
| lip | hit | top | pot | jug | tin |
| hill | wig | rock | | | |

Dictated Sentences: Generic Lesson Plan

| |
|---|
| Build Knowledge (up to 5 minutes) |
| Share a story or concept through a brief read-aloud segment or a simple book or a discussion. Then engage the children in a discussion. |
| Co-Construct a Sentence (5 minutes) |
| Let's see if we can make a summary. A summary tells only the most important idea. [Think aloud as you include ideas. Use the children's own words if possible. End with a specific sentence that children can write. Aim for at least seven words.] Let's make sure everyone knows our summary sentence. I will say it and then you say it. [Repeat several times.] Now I'll say it and count the words on my fingers. I see that we have _____ words to write. |
| Independent Writing (5 minutes) |
| I want you to write our sentence. You think of a word, then find the sounds in the word, then write those sounds down. [Do not provide support for correct spellings. Encourage the children to segment each word and then write each sound they hear. Praise invented spelling. If children need help with spacing, you can write lines on their paper to represent each word.] |

Dictated Sentence Samples

| | |
|----|--|
| 1 | I enjoy making new friends in my classroom. |
| 2 | We learned how to keep ourselves safe on the playground. |
| 3 | During indoor recess we make good choices. |
| 4 | There are many things to learn in books about animals. |
| 5 | In fall we know that farmers harvest crops. |
| 6 | Exercise and healthy food help us to grow strong. |
| 7 | There are many people in the community who help us. |
| 8 | I like books with animal characters. |
| 9 | Families celebrate different holidays around the world. |
| 10 | Animals have life cycles that we can learn about. |
| 11 | I can learn to play a musical instrument. |
| 12 | We can visit a zoo and see animals. |
| 13 | I have my own favorite authors and illustrators. |
| 14 | I enjoy the changing seasons because of the colors. |
| 15 | I can be a scientist when I grow up. |

Blends and Digraphs: Generic Lesson Plan

| High-Frequency Words (up to 5 minutes) |
|---|
| <p>We will warm up with speed words.</p> <p>The first word is _____. What word? Watch me count the sounds in _____. There are ___ sounds. Now watch me write the letters: _____. There are _____ sounds and _____ letters in _____. To know this word, you have to think about how the letters and sounds work together. I'll show you. In this word, the _____ letter(s) represent(s) the _____ sound.</p> <p>[Continue until all sounds and spellings are linked. Distribute a list or card with cumulative words for the week.]</p> <p>I'll say a word and you point to it.</p> <p>I'll say a word and you spell it. When I say "Go," spell it out loud.</p> |
| Sounding and Blending (up to 5 minutes) |
| <p>Sometimes two letters work together to represent one sound. <i>S-h</i> represents /sh/; <i>c-h</i> represents /ch/; <i>t-h</i> represents /th/. If you think of those letters working together to represent one sound, you can still sound and blend.</p> <p>Now let's work with our new words. I want you to sound and blend these words. The way that you do that is you look at each letter or pair, make the sound out loud, and then say the sounds fast to make a word. I'll sound and blend each one, and then you'll do it.</p> <p>Now that we've done them all together, I want you to read the words on your own. Look at each word. If you know it, say it. If you don't know it, you can sound and blend. See how many words you can do in 1 minute.</p> |
| Whisper Reading (up to 2 minutes) |
| <p>We have a new passage today. It will help you to know these words: [Point and pronounce any underlined words.] You will know many of the words, and you can sound and blend most of the ones that you don't know. Whisper read, pointing to each word as you say it. If you finish before the timer rings, go back to the beginning and see if you can read more smoothly.</p> |
| Partner Reading (up to 2 minutes) |
| <p>Now reread with a partner. Switch after each sentence. If your partner asks for help with a word, you can give it.</p> |
| Choral Reading (1 minute) |
| <p>Let's end by reading together. Keep your voice with mine.</p> |

Blends and Digraphs: Sample Script for Lesson 5

| High-Frequency Words (up to 5 minutes) | | | | | | | | | |
|--|-------|-------|------|------|-------|-------|------|------|------|
| <p>We will warm up with two new speed words. [We are assuming the words for the week were <i>said, there, which, each, more, could, first, find, part, over.</i>]</p> <p>The first new word is <i>part</i>. What word? Watch me count the sounds in <i>part</i>: /p/ /ar/ /t/. There are three sounds. Now watch me write the letters: part. There are four letters. To know this word, you have to think about how the letters and sounds work together. I'll show you. In this word, the first sound we hear is /p/ and we see a <i>p</i>. The next sound we hear is /ar/ and we see <i>a</i> and <i>r</i> working together to represent /ar/. The last sound we hear is /t/ and we see the letter <i>t</i>. The beginning and end are easy. Just remember that <i>a</i> and <i>r</i> work together to represent /ar/.</p> <p>The next new word is <i>over</i>. What word? Watch me count the sounds in <i>over</i>: /o/ /v/ /er/. There are three sounds. Now watch me write the letters: over. There are four letters. To know this word, you have to think about how the letters and sounds work together. I'll show you. In this word, the first sound we hear is /o/ and we see an <i>o</i>. The next sound we hear is /v/ and we see a <i>v</i>. The last sound we hear is /er/ and we see <i>e</i> and <i>r</i> working together to represent /er/. Just remember that <i>e</i> and <i>r</i> work together to represent /er/ in <i>over</i>.</p> <p>[Distribute a list or card with cumulative words for the week.]</p> | | | | | | | | | |
| said | there | which | each | more | could | first | find | part | over |
| <p>I'll say a word and you point to it.</p> <p>I'll say a word and you spell it. When I say "Go," spell it out loud.</p> | | | | | | | | | |
| Sounding and Blending (up to 5 minutes) | | | | | | | | | |
| <p>Sometimes two letters work together to represent one sound. <i>S-h</i> represents /sh/; <i>c-h</i> represents /ch/; <i>t-h</i> represents /th/. If you think of those letters working together to represent one sound, you can still sound and blend.</p> <p>Now let's work with our new words. I want you to sound and blend these words. The way that you do that is you look at each letter, make each sound out loud, and then say the sounds fast to make a word. I'll sound and blend each one, and then you'll do it.</p> <p>Now that we've done them all together, I want you to read the words on your own. Look at each word. If you know it, say it. If you don't know it, you can sound and blend. See how many words you can do in 1 minute.</p> | | | | | | | | | |
| Whisper Reading (2 minutes), Partner Reading (2 minutes), Choral Reading (1 minute) | | | | | | | | | |

Words and Passages for Teaching Blends and Digraphs

| | | | |
|--|------|------|-------|
| 1 | pet | back | ten |
| | pen | shad | get |
| | met | pan | shack |
| | shad | den | tap |
| | fed | man | shed |
| <p>The pet was in a shed. The shed was <u>like</u> a den. I fed the pet. The pet was <u>happy</u>.</p> | | | |

(continued)

| | | | |
|---|------|-----|------|
| 2 | tip | map | fin |
| | shin | lag | bad |
| | pig | kid | sham |
| | mix | tap | rat |
| | pin | bat | had |
| <p>I saw a pig. The pig was big. It had a pink <u>tail</u>. It had a pink <u>nose</u>.</p> | | | |

(continued)

| | | | |
|--|------|------|------|
| 3 | shod | win | lit |
| | got | shin | pot |
| | rot | pin | shop |
| | top | jot | not |
| | ship | did | not |
| <p>I <u>went</u> on a ship.</p> <p>The ship had a shop.</p> <p>I got a pin at the shop.</p> <p>The pin had a ship on it.</p> | | | |

(continued)

| | | | |
|---|------|------|------|
| 4 | wag | pat | rut |
| | shut | tug | rug |
| | tug | shag | bash |
| | tap | nut | sad |
| | cash | cat | bag |
| <p>I <u>want</u> to get a cat.</p> <p>A cat can shut a <u>door</u>.</p> <p>A cat can tug a rug.</p> <p>I can get the cash to get a cat.</p> | | | |

(continued)

| | | | |
|---|------|------|------|
| 5 | dish | mat | tin |
| | tap | dash | tab |
| | tip | dab | fish |
| | wish | map | six |
| | hash | zip | sip |
| <p>I <u>want</u> to get a fish.</p> <p>A fish can <u>make</u> a wish.</p> <p>A fish can swim.</p> <p>A fish can dash.</p> <p>I wish my fish <u>could</u> win.</p> | | | |

(continued)

| | | | |
|---|------|------|------|
| 6 | hush | man | cab |
| | chad | chug | van |
| | van | tag | sash |
| | hug | chum | rut |
| | chap | sash | ran |
| <p>I saw a chap. He had a red sash. He had a chum <u>with</u> him. The chum had a sash. He <u>went home</u> in a van.</p> | | | |

(continued)

| | | | |
|---|------|------|------|
| 7 | not | top | sash |
| | chop | tax | pot |
| | cot | shop | sag |
| | tap | got | tub |
| | tan | hum | bag |
| <p>I <u>have</u> to <u>make</u> my <u>lunch</u>.</p> <p>I chop a lot of <u>food</u>.</p> <p>I get a hot pot.</p> <p>I put the <u>food</u> in the pot.</p> | | | |

(continued)

| | | | |
|---|------|------|------|
| 8 | chap | zap | sip |
| | vat | ship | nip |
| | win | tag | chat |
| | fin | zip | tin |
| | sad | had | bat |
| <p>I <u>went</u> on a ship.</p> <p>I saw a fish.</p> <p>I saw a chap <u>with</u> a cap.</p> <p>I had a chat <u>with</u> the chap.</p> | | | |

(continued)

| | | | |
|---|------|-----|------|
| 9 | pet | pin | win |
| | chin | bed | rich |
| | bit | rim | bin |
| | pen | rip | chip |
| | shim | met | hem |
| <p>I saw a man in a van. The man was rich. He had a pet dog. I <u>gave</u> the dog my chips.</p> | | | |

(continued)

| | | | |
|---|------|-----|------|
| 10 | much | tug | rut |
| | can | ran | pug |
| | bug | tag | such |
| | lad | hug | fun |
| | rat | man | nut |
| <p>The mom has a tan van. The mom is <u>so</u> much fun. The van is such fun. I <u>love</u> the mom so much!</p> | | | |

(continued)

| | | | |
|---|------|------|------|
| 11 | than | math | pick |
| | hut | this | tin |
| | then | miss | cup |
| | tick | ten | cut |
| | thus | sick | tip |
| <p>I had a tin cup for math. I <u>put</u> it in my bag. I <u>took</u> it to my <u>school</u>. Then I <u>lost</u> it.</p> | | | |

(continued)

| | | | |
|---|------|------|------|
| 12 | thin | rip | dim |
| | sill | thud | wig |
| | tin | pill | thug |
| | kid | gut | rid |
| | dud | pun | hid |
| <p>I saw a thin kid. He had a red hat. He hid in the bus. I was in the bus <u>too</u>.</p> | | | |

(continued)

| | | | |
|---|------|------|------|
| 13 | cap | Beth | wet |
| | bath | wed | with |
| | lap | mass | hop |
| | cat | did | tin |
| | hem | will | pot |
| <p>Beth fell in the mud. Beth <u>took</u> a bath. She was wet. She had a lot of <u>soap</u>.</p> | | | |

(continued)

| | | | |
|--|------|------|------|
| 14 | math | sun | kin |
| | such | moth | wag |
| | cash | posh | nod |
| | tack | wet | sack |
| | much | wet | lot |
| <p>I <u>w</u>ant a <u>b</u>ike.</p> <p>I <u>n</u>eed some cash.</p> <p>I will do math.</p> <p>I <u>w</u>ant it <u>s</u>o much.</p> | | | |

(continued)

| | | | |
|--|------|------|------|
| 15 | rich | pet | moth |
| | thin | path | pat |
| | mash | shut | pith |
| | mat | math | win |
| | posh | chin | pod |
| <p>I can <u>take</u> the path.</p> <p>I can win the <u>game</u>.</p> <p>You can win with me.</p> <p>We will be <u>happy</u>.</p> | | | |

(continued)

| | | | |
|--|------|------|------|
| 16 | blab | blob | clam |
| | clog | club | clip |
| | flap | flat | flop |
| | glad | glum | glob |
| | clap | flag | flip |
| <p>I go to a club. I have fun. I am glad to go. I clap and I <u>smile</u>. My club is fun. You can <u>come</u> to my club. You will <u>have</u> fun.</p> | | | |

(continued)

| | | | |
|--|------|------|------|
| 17 | plod | plop | plus |
| | slab | slam | slip |
| | brag | brat | brim |
| | crop | drag | drip |
| | plum | slim | crab |
| <p>I went on a trip. I saw a crab. The crab had a shell. The shell was black. I saw the crab drag a fish. It was a fun trip.</p> | | | |

(continued)

| | | | |
|---|------|------|------|
| 18 | drip | drum | frog |
| | grid | grim | grin |
| | grit | prop | prom |
| | trap | flap | trip |
| | grab | grip | prod |
| <p>I saw a frog at a pond. The frog was in a trap. I let the frog go. Then I got a drum. I went to the top of a hill. I <u>played</u> the drum.</p> | | | |

(continued)

| | | | |
|---|------|------|------|
| 19 | crib | trip | trot |
| | scan | skim | skin |
| | skit | smog | snag |
| | span | spit | spun |
| | skip | snap | step |
| <p>I like to run. I like to skip. I like to trip. I can run and skip and trip. That is so much fun for me. You can <u>have fun too.</u></p> | | | |

(continued)

| | | | |
|--|------|------|------|
| 20 | stem | swim | swam |
| | snap | spin | spot |
| | stub | sped | gram |
| | smug | scat | stun |
| | snip | clod | slap |
| <p>I went on a trip. I saw a spot to swim. I got wet. Then I went back to the spot. I swam and swam. My <u>father</u> <u>said</u> I had to stop.</p> | | | |

(continued)

| | | | |
|---|-------|-------|-------|
| 21 | blank | blast | blend |
| | clamp | clang | clasp |
| | fling | flint | gland |
| | plant | plump | slang |
| | blink | clump | plank |
| <p>I saw the sun. It <u>made</u> me blink. I went to the pond to swim. My <u>friend</u> Ted came too. The pond was fun. We had a blast.</p> | | | |

(continued)

| | | | |
|--|-------|-------|-------|
| 22 | slept | sling | slump |
| | craft | crank | crest |
| | crust | draft | drank |
| | front | frost | grand |
| | brand | drink | crisp |
| <p>It was hot at the pond. We got wet. We got a drink. We drank and drank. Then we slept. We had a fun <u>day</u>.</p> | | | |

(continued)

| | | | |
|---|-------|-------|-------|
| 23 | grump | grunt | grasp |
| | prong | tramp | trend |
| | trust | scalp | scamp |
| | spank | spend | spunk |
| | print | skunk | spent |
| <p>I saw a <u>pretty</u> pet. It had a long <u>tail</u>. The tail was black and <u>white</u>. I <u>could</u> smell it. It was a pet skunk. I ran and ran.</p> | | | |

(continued)

| | | | |
|--|-------|-------|-------|
| 24 | stamp | stand | sting |
| | stomp | stump | stung |
| | swept | swift | swing |
| | drift | crisp | skid |
| | stink | stunt | swung |
| <p>That skunk did not stink. I had to stand to smell it. I <u>wanted</u> to pet it. It was too swift. It ran and ran. I was sad.</p> | | | |

(continued)

| | | | |
|---|-------|-------|-------|
| 25 | clam | flag | glad |
| | brim | crop | draft |
| | skunk | prod | grump |
| | crest | slug | slip |
| | plum | blast | blimp |
| <p>I had a plum for my lunch. It was big. It was fat. It was plump. It was red. I was glad to <u>have</u> it.</p> | | | |

(continued)

| | | | |
|--|------|------|------|
| 26 | chap | chip | chop |
| | shed | ship | shot |
| | than | then | this |
| | thud | chat | chin |
| | chum | shut | shop |
| <p>I had a trip on a ship. I made a mess. The ship had a shop. I got a mop at the shop. I <u>fixed</u> the mess. I went <u>home</u>.</p> | | | |

(continued)

| | | | |
|--|-------|-------|-------|
| 27 | clash | flash | flesh |
| | slush | mesh | crash |
| | fresh | trash | smash |
| | chant | chest | chimp |
| | flush | crush | swish |
| <p>I saw a chimp at the <u>zoo</u>. He had a black cap. He had a black chest. I can <u>learn</u> <u>about</u> chimps when I <u>grow</u> <u>up</u>. It will be fun.</p> | | | |

(continued)

| | | | |
|---|-------|-------|--------|
| 28 | chunk | shut | shaft |
| | shift | that | them |
| | thump | mash | much |
| | bunch | hunch | crunch |
| | shelf | thud | lunch |
| <p>I have some cash. I have a plan. I want to spend my cash at a shop. I will get a bunch of <u>flowers</u> for my <u>mother</u>. She will be glad.</p> | | | |

(continued)

| | | | |
|---|-------|-------|-------|
| 29 | plump | thank | think |
| | blend | brush | flash |
| | trash | spend | clink |
| | blast | limp | hump |
| | grand | flank | blush |
| <p>We went on a long trip. We had a <u>grand time</u>. We <u>came home</u>. I think it was the <u>best trip ever</u>. I have to thank my dad.</p> | | | |

Blends and Digraphs: Assessment

Student Name: _____

| Sounding and Blending | | | | |
|---|-------|-------|-------|-------|
| Student can read these words with blends and digraphs, either as whole words or by sounding and blending. Consider a score of 10 correct as proficient. | | | | |
| slip | plan | smog | skin | blob |
| Student can read these words with initial digraphs. | | | | |
| chop | ship | thin | chat | shot |
| Student can read these words with initial and final blends and digraphs. | | | | |
| chunk | trust | slink | clamp | chest |
| High-Frequency Words | | | | |
| Student can read these high-frequency words. Test the words you have taught in this cycle. Make note of any still unknown and reteach them in the next cycle. | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| | | | | |
|-------|-------|-------|-------|-------|
| slip | plan | smog | skin | blob |
| chop | ship | thin | chat | shot |
| chunk | trust | slink | clamp | chest |

R-Controlled Vowels: Generic Lesson Plan

High-Frequency Words

We will warm up with speed words.

The first word is _____. What word? Watch me count the sounds in _____. There are ___ sounds. Now watch me write the letters: _____. There are _____ sounds and _____ letters in _____. To know this word, you have to think about how the letters and sounds work together. I'll show you. In this word, the _____ letter(s) represent(s) the _____ sound. [Continue until all sounds and spellings are linked. Distribute a list or card with cumulative words for the week.]

I'll say a word and you point to it.

I'll say a word and you spell it. When I say "Go," spell it out loud.

Sounding and Blending

Sometimes two letters work together to represent one sound. *A-r* represents /ar/; *o-r* represents /or/; *u-r*, *e-r*, and *i-r* represents /er/. If you think of those letters working together to represent one sound, you can still sound and blend.

Now let's work with our new words. I want you to sound and blend these words. The way that you do that is you look at each letter, make each sound out loud, and then say the sounds fast to make a word. I'll sound and blend each one, and then you'll do it.

Now that we've done them all together, I want you to read the words on your own. Look at each word. If you know it, say it. If you don't know it, you can sound and blend. See how many words you can do in 1 minute.

Whisper Reading (up to 2 minutes)

We have a new passage today. It will help you to know these words: [Point and pronounce any underlined words.] You will know many of the words, and you can sound and blend most of the ones that you don't know. Whisper read, pointing to each word as you say it. If you finish before the timer rings, go back to the beginning and see if you can read more smoothly.

Partner Reading (up to 2 minutes)

Now reread with a partner. Switch after each sentence. If your partner asks for help with a word, you can give it.

Choral Reading (1 minute)

Let's end by reading together. Keep your voice with mine.

R-Controlled Vowels: Lesson 5

High-Frequency Words

We will warm up with two new speed words. [We are assuming the words for the week were *said, there, which, each, more, could, first, find, part, over.*]

The first new word is *part*. What word? Watch me count the sounds in *part*: /p/ /ar/ /t/. There are three sounds. Now watch me write the letters: *part*. There are four letters. To know this word, you have to think about how the letters and sounds work together. I'll show you. In this word, the first sound we hear is /p/ and we see a *p*. The next sound we hear is /ar/ and we see *a* and *r* working together to represent /ar/. The last sound we hear is /t/ and we see the letter *t*. The beginning and end are easy. Just remember that *a* and *r* work together to represent /ar/.

The next new word is *over*. What word? Watch me count the sounds in *over*: /o/ /v/ /er/. There are three sounds. Now watch me write the letters: *over*. There are four letters. To know this word, you have to think about how the letters and sounds work together. I'll show you. In this word, the first sound we hear is /o/ and we see an *o*. The next sound we hear is /v/ and we see a *v*. The last sound we hear is /er/ and we see *e* and *r* working together to represent /er/. Just remember that *e* and *r* work together to represent /er/ in *over*.

[Distribute a list or card with cumulative words for the week.]

| | | | | | | | | | |
|------|-------|-------|------|------|-------|-------|------|------|------|
| said | there | which | each | more | could | first | find | part | over |
|------|-------|-------|------|------|-------|-------|------|------|------|

I'll say a word and you point to it.

I'll say a word and you spell it. When I say "Go," spell it out loud.

Sounding and Blending

Sometimes two letters work together to represent one sound. We learned that *a-r* represents /ar/; today we will learn that *o-r* represents /or/. If you think of those letters working together to represent one sound, you can still sound and blend.

Now let's work with our new words. I want you to sound and blend these words. The way that you do that is you look at each letter, make each sound out loud, and then say the sounds fast to make a word. I'll sound and blend each one, and then you'll do it.

J-o-g, *jog* (your turn); s-or-t, *sort* (your turn); s-t-o-p, *stop* (your turn); c-o-t *cot* (your turn). [Continue for all words.]

Now that we've done them all together, I want you to read the words on your own. Look at each word. If you know it, say it. If you don't know it, you can sound and blend. See how many words you can do in 1 minute.

(continued)

R-Controlled Vowels: Lesson 5 (page 2 of 2)

Whisper Reading (up to 2 minutes)

We have a new passage today. It will help you to know the word *like*. You will know many of the other words, and you can sound and blend most of the ones that you don't know. Whisper read, pointing to each word as you say it. If you finish before the timer rings, go back to the beginning and see if you can read more smoothly.

Partner Reading (up to 2 minutes)

Now reread with a partner. Switch after each sentence. If your partner asks for help with a word, you can give it.

Choral Reading (1 minute)

Let's end by reading together. Keep your voice with mine.

Words and Passages for Teaching Controlled Vowels

| | | | | |
|---|------------|-------------|-------------|-------|
| 1 | pack | <u>card</u> | ramp | shack |
| | <u>arm</u> | chat | tack | lag |
| | man | mat | <u>farm</u> | had |

I had a card with a farm on it. The card was black and white. The farm was black and white. The farm had a shack. The shack was black and white.

| | | | | |
|---|-------------|-------------|------|------|
| 2 | mad | <u>part</u> | ran | bat |
| | <u>bark</u> | ramp | clap | van |
| | <u>dark</u> | plan | can | sand |

It was a dark night. I saw a dog. The dog was mad. The dog did bark and bark. I could clap at the dog. I could snap at the dog. I could do my part to help the dog.

(continued)

Words and Passages for Teaching Controlled Vowels (2 of 15)

| | | | | |
|---|----------------|------|----------------|------|
| 3 | sh <u>a</u> rk | land | hand | gap |
| | sna <u>p</u> | rat | ma <u>r</u> ch | flat |
| | ha <u>r</u> p | chap | champ | pan |

I can go on a long march. I can go to a pond. I want to see a shark. I look and look. I do not see a shark in the pond. A shark is in the sea.

| | | | | |
|---|----------------|---------------|------|------|
| 4 | ham | ya <u>r</u> d | damp | cram |
| | cha <u>r</u> m | band | can | chat |
| | cha <u>r</u> t | rack | map | rap |

A map is like a chart. I can use a chart to find a big yard. I can go to the big yard to play. I can use a chart to find a big pond. I can go to the pond to swim.

(continued)

Words and Passages for Teaching Controlled Vowels (3 of 15)

| | | | | |
|---|--------------|-------------|--------------|-----|
| 5 | jog | <u>sort</u> | stop | cot |
| | <u>porch</u> | spot | lots | pot |
| | rot | cob | <u>sport</u> | not |

I can sit on my porch. I have lots of spots to sit. I can sit and sort my tops. I can sit and sort my pots. I can sit on my porch. It is like a sport for me.

| | | | | |
|---|--------------|-------------|--------------|------|
| 6 | hot | <u>port</u> | mop | lot |
| | rock | mock | <u>torch</u> | slop |
| | <u>score</u> | dock | plod | trod |

I saw a ship at a port. It was dark. The ship had a torch. The torch was hot. The torch had a lot of light. The light was on the rocks. A torch can help a ship.

(continued)

Words and Passages for Teaching Controlled Vowels (4 of 15)

| | | | | |
|---|---------------|--------------|----------------|------|
| 7 | top | <u>t</u> orn | not | frog |
| | w <u>o</u> rn | not | stop | slop |
| | smog | dog | st <u>o</u> re | tog |

I like to play a sport. I have a special top. My top is worn and torn. I go to the store to get a new top. The new top is not worn. I can use it for my sport.

| | | | | |
|---|--------------|--------------|--------------|------|
| 8 | <u>t</u> urn | hunt | much | must |
| | run | such | <u>b</u> urn | punt |
| | sun | <u>h</u> urt | shut | rub |

I can sit in the sun. I get a sunburn. The sunburn can hurt me. I must rub it. It hurts so much. I cannot sit in the sun so much. A sunburn is bad.

(continued)

Words and Passages for Teaching Controlled Vowels (5 of 15)

| | | | | |
|---|----------------|-----------------|---------------|-------|
| 9 | sun | ch <u>u</u> rch | must | stun |
| | n <u>u</u> rse | much | run | munch |
| | spun | rub | t <u>u</u> rn | hunt |

I go to a church to get a flu shot. I can have a turn. A nurse can help me. A nurse can rub my arm. I get my turn and get my shot. Then I rub my arm.

| | | | | |
|----|------|----------------|------|---------------|
| 10 | bit | b <u>i</u> rd | tips | fist |
| | shin | dip | spin | st <u>i</u> r |
| | rib | ch <u>i</u> rp | pits | fish |

I saw a nest. A bird can sit in the nest. The bird can chirp. The bird can stir. The bird can have a snack. The bird can sit in the nest and chirp and chirp.

(continued)

Words and Passages for Teaching Controlled Vowels (6 of 15)

| | | | | |
|----|----------------|---------------|---------------|---------------|
| 11 | fi <u>rs</u> t | sp <u>i</u> n | li <u>p</u> | ti <u>n</u> |
| | ti <u>p</u> | pi <u>n</u> | thi <u>rd</u> | ski <u>ll</u> |
| | sp <u>i</u> t | twi <u>rl</u> | sti <u>ll</u> | pi <u>ll</u> |

I like to dance. First I sit still. Then I twirl and twirl. Next I spin and spin. Third I twirl and twirl. I have a lot of skill. I like to dance a lot.

| | | | | |
|----|--------------|---------------|---------------|--------------|
| 12 | ge <u>t</u> | fe <u>rn</u> | ve <u>t</u> | ste <u>m</u> |
| | ne <u>rd</u> | pe <u>rch</u> | te <u>n</u> | w <u>et</u> |
| | re <u>st</u> | re <u>nt</u> | ste <u>rn</u> | w <u>ent</u> |

I went to a farm. I saw lots of plants. I saw a fern plant. It has a stem. I can get a fern. I can pick a fern. I can put it in a net. Then I can rest and rest.

(continued)

Words and Passages for Teaching Controlled Vowels (7 of 15)

| | | | | |
|----|----------------|---------------|--------------|---------------|
| 13 | por <u>ch</u> | slo <u>p</u> | clo <u>p</u> | dro <u>p</u> |
| | sp <u>o</u> ts | fas <u>t</u> | ar <u>ch</u> | han <u>d</u> |
| | pas <u>t</u> | nor <u>th</u> | ran <u>t</u> | slan <u>t</u> |

My porch is on the north part of the house.
 The sun is not hot there. The sun drops fast
 at night. I can see past the sun to the north.
 I can see the sun set.

| | | | | |
|----|---------------|---------------|----------------|---------------|
| 14 | te <u>n</u> | te <u>r</u> n | bu <u>r</u> n | ne <u>s</u> t |
| | sp <u>ur</u> | plank | sp <u>ar</u> k | pe <u>s</u> t |
| | cran <u>k</u> | spun <u>k</u> | mas <u>k</u> | pa <u>r</u> k |

It is dark in the park. I can have a spark.
 The spark can burn. Then I can see in the
 park. I can burn the spark to see in the
 dark. I can burn the spark to see the park.

(continued)

Words and Passages for Teaching Controlled Vowels (8 of 15)

| | | | | |
|----|----------------|----------------|-------|-----------------|
| 15 | <u>m</u> arch | mat | stick | ch <u>a</u> rge |
| | tank | s <u>p</u> ort | spot | plank |
| | s <u>u</u> rge | shack | sunk | f <u>i</u> rst |

My team plays a good sport. First we march to the spot. Then we charge. Then we surge. We have a turn. We play a good sport. Then we march back.

| | | | | |
|----|------|------|------|-------|
| 16 | arch | pork | cord | dirt |
| | arm | born | bird | first |
| | card | form | corn | girl |

I saw a girl on a farm. The farm had lots of dirt for plants. The farm had lots of animals. The farm had lots of corn. The girl was happy on the farm. I was too.

(continued)

Words and Passages for Teaching Controlled Vowels (9 of 15)

| | | | | |
|----|------|-------|-------|-------|
| 17 | barb | spark | cork | sir |
| | bark | fork | north | skirt |
| | dark | horse | third | chirp |

I went to a camp. It was dark at night. When the sun came up, I saw a horse. The horse was black. I went to a pond with the horse. We had a good day.

| | | | | |
|----|-------|-------|-------|--------|
| 18 | shark | force | north | stir |
| | march | ford | short | birth |
| | harp | forth | horn | thirst |

I went on a trip last March. It was a short drive to a park. The park had trees and hills. I went back and forth. I found a friend who could march and march.

(continued)

Words and Passages for Teaching Controlled Vowels (10 of 15)

| | | | | |
|----|-------|-------|-------|-------|
| 19 | scarf | yard | fort | storm |
| | charm | thorn | horn | shirt |
| | chart | porch | stork | whirl |

Last night we had a big storm. It was very dark. We saw the storm from the porch. We looked out into the yard. I made a chart to tell the kids about the storm.

| | | | | |
|----|-------|-------|-------|-------|
| 20 | lark | harm | torn | stir |
| | smart | sport | worn | first |
| | start | sort | torch | skirt |

I start to play my favorite sport. I need to bring a ball. I need to bring a bat. I need to bring a mitt. I play and play. I start to win. Then I go home. I get home first.

(continued)

Words and Passages for Teaching Controlled Vowels (11 of 15)

| | | | | |
|----|--------|-------|-------|-------|
| 21 | cart | fern | or | blur |
| | park | germ | score | blurt |
| | starve | store | shore | burn |

I go to the store to get ready. My favorite sport has a ball. My favorite sport has a cart. My favorite sport has a cap. I play my sport at the park. It is golf.

| | | | | |
|----|-------|-------|-------|-------|
| 22 | jar | perch | more | burst |
| | snarl | nerve | tore | yarn |
| | tart | stern | chore | churn |

I have to do a chore. I have to clean my backpack. I will get a jar for my crayons. I will get a jar for my yarn. I will fill the jars with things that I need for school.

(continued)

Words and Passages for Teaching Controlled Vowels (12 of 15)

| | | | | |
|----|-------|-------|-------|-------|
| 23 | sharp | clerk | swore | curl |
| | far | perk | wore | curve |
| | large | merge | porch | fur |

I sit on my porch. I see a large cat in the dark. The cat has black fur. I pet the fur. The cat has a long tail. I pet the tail. I like the soft cat fur.

| | | | | |
|----|------|-------|-------|-------|
| 24 | scar | nerd | north | lurk |
| | harm | term | short | nurse |
| | farm | perch | worn | purse |

I went to a store. It was a short walk. I had my purse. My purse was red. I got a scarf and a hat for the winter. The scarf was red but the hat was black.

(continued)

Words and Passages for Teaching Controlled Vowels (13 of 15)

| | | | | |
|----|-------|-------|-------|-------|
| 25 | chart | herd | port | spurt |
| | march | verb | sport | surf |
| | hard | nerve | score | surge |

I like sports. I play at the park. I play hard. I use a chart to keep score. My favorite sports are kickball and soccer. I like to run fast and score.

| | | | | |
|----|-------|-------|------|------|
| 26 | mart | perch | stir | turn |
| | mark | perk | bird | purr |
| | parts | nerve | pork | turf |

I saw a bird in the morning. The bird had a yellow beak. The bird sat on a perch. The perch was near a nest. The bird had eggs in the nest. It was a lucky day.

(continued)

Words and Passages for Teaching Controlled Vowels (14 of 15)

| | | | | |
|----|-------|--------|-------|------|
| 27 | marsh | verse | third | surf |
| | tarts | shirt | sort | hurt |
| | start | squirt | sore | curb |

It was the start of school. I sat on a curb. The bus was late. My mom told me not to get hurt. I sat and sat. My bus was the third bus. My turn was last.

| | | | | |
|----|-------|-------|-------|-------|
| 28 | spark | stern | skirt | nurse |
| | barb | clerk | twirl | purge |
| | harsh | jerk | sort | purse |

It was a dark night. I saw a spark in the sky. The spark was yellow. It was a star. It made me glad. It made me twirl. I was glad to see a star.

(continued)

Words and Passages for Teaching Controlled Vowels (15 of 15)

| | | | | |
|----|-------|-------|-------|-------|
| 29 | farms | germs | first | spurt |
| | charm | terms | born | slur |
| | dark | birch | thorn | blur |

I like to go to farms. I like all the parts of a farm. I like to see the corn. I like to see the animals born. I like to see the herds. I like to see the plants. It is a fun trip.

R-Controlled Vowels: Assessment

Student Name: _____

| Sounding and Blending | | | | |
|---|-------|-------|-------|-------|
| Student can read these words with <i>r</i> -controlled vowels, either as whole words or by sounding and blending. Consider a score of 10 correct as proficient. | | | | |
| chart | term | skirt | north | burn |
| fern | spark | firm | porch | purse |
| sir | start | march | short | far |
| High-Frequency Words | | | | |
| Student can read these high-frequency words. Test the words you have taught in this cycle. Make note of any still unknown and reteach them in the next cycle. | | | | |
| | | | | |
| | | | | |
| | | | | |

| | | | | |
|-------|-------|-------|-------|-------|
| chart | term | skirt | north | burn |
| fern | spark | firm | porch | purse |
| sir | start | march | short | far |

Vowel-Consonant-e: Generic Lesson Plan

High-Frequency Words

We will warm up with speed words.

The first word is _____. What word? Watch me count the sounds in _____. There are ___ sounds. Now watch me write the letters: _____. There are _____ sounds and _____ letters in _____. To know this word, you have to think about how the letters and sounds work together. I'll show you. In this word, the letter(s) represent(s) the _____ sound. [Continue until all sounds and spellings are linked. Distribute a list or card with cumulative words for the week.]

I'll say a word and you point to it.

I'll say a word and you spell it. When I say "Go," spell it out loud.

Teaching Letter Patterns

We are going to start by listening for vowel sounds.

We are going to review words that have the short-vowel sounds in *hat, pig, pot, and sun*.

We are going to review words that have the long-vowel sounds in *cake, bike, bone, and cube*.

I'll say a word and you point to the picture with the same vowel sound.

[Distribute cards.]

I'll say a word. I want you think about the vowel sound. If the vowel says its name, look for a word with the final e. Touch the word, and then when I say "Go," spell it out loud.

Now I will say a word, and I want you to write it. Remember to use a final e when the vowel says its name.

Whisper Reading (up to 2 minutes)

We have a new passage today. It will help you to know these words: _____. For other words, if you see a final e, remember that the vowel will say its name. Whisper read, pointing to each word as you say it. If you finish before the timer rings, go back to the beginning and see if you can read more smoothly.

Partner Reading (up to 2 minutes)

Now reread with a partner. Switch after each sentence. If your partner asks for help with a word, you can give it.

Choral Reading (1 minute)

Let's end by reading together. Keep your voice with mine.

Vowel–Consonant–e: Sample Script for Lesson 5

Teaching Letter Patterns

We are going to start by listening for vowel sounds.

We are going to review words that have the short-vowel sounds in *hat*, *pig*, and *pot*.

We are going to review words that have the long-vowel sounds in *cake*, *bike*, and *bone*.

I'll say a word and you point to the picture with the same vowel sound.

Broke. Point to the word with the same vowel sound. *Broke*, *bone*. The vowel sound is /o/.

Chap. Point to the word with the same vowel sound. *Chap*, *hat*. The vowel sound is /a/.

Flake. Point to the word with the same vowel sound. *Flake*, *cake*. The vowel sound is /a/.

Grip. Point to the word with the same vowel sound. *Grip*, *pig*. The vowel sound is /i/.

[Finish all of the items.]

[Distribute cards.]

I'll say a word. I want you think about the vowel sound. If the vowel says its name, look for a word with the final e. Touch the word, and then when I say "Go," spell it out loud.

The first word is *close*. Think about the vowel sound. Does the vowel say its name? "Go." [Children spell aloud.]

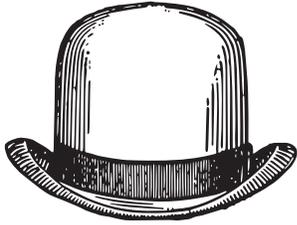
The next word is *stand*. Think about the vowel sound. Does the vowel say its name? "Go." [Children spell aloud.]

[Continue for the rest of the words.]

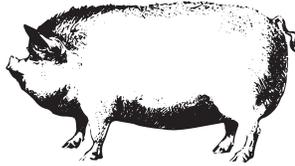
Now I will say a word, and I want you to write it. Remember to think about the vowel sound. Use a final e when the vowel says its name.

(continued)

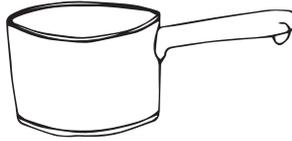
Short-Vowel Sounds



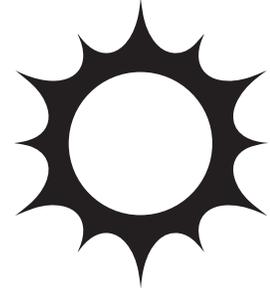
short a
hat



short i
pig



short o
pot



short u
sun

Long-Vowel Sounds



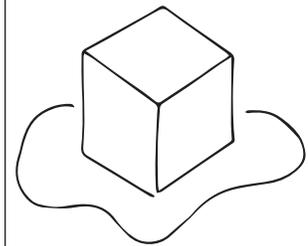
long a
cake



long i
bike



long o
bone



long u
cube

Words and Passages for Teaching Vowel-Consonant-e

| | | | | |
|---|------|------|------|------|
| 1 | mad | ape | bake | chat |
| | cane | rag | dive | lift |
| | dime | line | flat | brim |

I saw a cook with a white hat. His hat had a flat top. He could make a cake. He had eggs and butter. He had milk and flour. He could bake a cake for a birthday. He could bake a cake for my mother. I had a long chat with the cook.

| | | | | |
|---|-------|------|-------|------|
| 2 | cave | dime | past | chip |
| | strap | fame | drive | mask |
| | milk | fine | link | game |

We went to a fine baseball game. The game was in a park. We saw a ball in the game. One man wore a mask. The mask was white. He wore the mask behind the plate. A girl ran to the plate. The man said she was safe. He was the umpire.

(continued)

Words and Passages for Teaching Vowel-Consonant-e (page 2 of 7)

| | | | | |
|---|------|------|------|-------|
| 3 | rake | slam | dash | print |
| | lime | lace | like | shift |
| | lip | nice | math | wave |

I went to a store to get a nice dress. My mother came with me. We saw a fine blue dress. The dress had white lace. The dress had white straps. We got the dress. We took the dress to our car. I like to shop. I like to get a nice dress. It is a special time.

| | | | | |
|---|------|------|------|-------|
| 4 | drag | pipe | fake | pink |
| | fade | pine | skin | task |
| | fist | past | size | grade |

I was in the second grade. I put on my best shirt. It was pink. I had to pack my things. I had to get on the bus. The bus went past the pine trees. The bus went past the park. It was a nice ride. We got to school and went to the class. We had a fine time.

(continued)

Words and Passages for Teaching Vowel-Consonant-e (page 3 of 7)

| | | | | |
|---|-------|-------|-------|------|
| 5 | broke | chap | flake | grip |
| | stand | close | snap | time |
| | trim | lake | space | code |

I saw a fig tree in a yard. I went close to the tree. I could stand close. I could grip a branch. I broke the branch to get the fig. I felt sad. I went home. I got help to trim the tree branch. Next time I will not snap a branch. It is not nice.

| | | | | |
|---|------|------|------|------|
| 6 | cute | home | crop | gum |
| | dome | shop | cone | huge |
| | pot | fume | mud | mule |

I went to a farm. I saw a pig, a horse, and a mule. The pig was in mud. The horse was in the grass. The mule was in the barn. I rode the horse. I rode the mule. I did not ride the pig. The farm was huge. I rode for a long, long time. I saw a lake at the farm.

(continued)

| | | | | |
|---|-------|------|------|------|
| 7 | use | pot | hose | dune |
| | spot | hope | duke | poke |
| | blush | huge | nod | jug |

My mother gave me a dime. I had the dime in my purse. I took the dime home. I put the dime in a jug to save it. Then I could put more dimes in. I could save the dimes to get a nice book. It took a long time to save. I was happy to get my book.

| | | | | |
|---|-------|------|-------|-------|
| 8 | rude | dump | rode | dusk |
| | phone | tune | rule | much |
| | drop | chop | strut | those |

I can use the phone at home. I ask my mother first. Then I call. I use the phone rules. I say hello. I ask my friends to go to the park. I say good-bye. I am not rude. My mother says I make a fine call. My friends say I make a fine call.

(continued)

| | | | | |
|---|-------|-------|-------|-------|
| 9 | flute | prune | chose | skunk |
| | note | shop | flop | tube |
| | pond | stun | stone | shot |

I hope I can help at the park. I can help prune the shrubs. When I prune, I chop the branches. I do not cut the flowers. I take care. I am safe. I know the rules. I help. I work hard. Then I sit by the pond and rest. It is a fun job.

| | | | | |
|----|-------|------|-------|-------|
| 10 | crush | trot | rope | kid |
| | robe | tune | mop | stove |
| | June | blot | prune | hum |

In June we are out of school. It is summer. We can run and play at home. We can go to the park. We can hum a tune. We can jump rope. We can make a new game. Then we go back to school in the fall. We are happy to go back.

(continued)

| | | | | |
|----|-------|-------|-------|-------|
| 11 | dust | bash | drove | drink |
| | nine | flame | list | plop |
| | froze | mile | mute | date |

My brother is nine. He has a bike. He can ride that bike a mile. He can ride to the park. He can ride home. I wish I could go too. He says not yet. I am too little. I can ride the bus and go to school. I will ride a bike when I am nine.

| | | | | |
|----|------|------|-------|------|
| 12 | romp | wife | shake | mint |
| | safe | mole | risk | wide |
| | lamp | rule | lone | bunk |

It was winter. We went on a trip. We saw ice on a lake. The water froze to ice. Kids came to skate on the ice. The ice was thick. The kids were safe. There was no risk. The kids had lots of fun. I was glad I came. Then we went home.

| | | | | |
|----|-------|-------|-------|--------|
| 13 | smoke | slot | five | spruce |
| | spike | tape | vote | club |
| | blink | plant | state | spin |

It was spring. We made a club. We had a lot of time. We could plant a tree. We took a vote. We chose a spruce tree. First we chose a spot. Then we dug a huge hole in the dirt. Then we put the tree in the hole. We had a good time.

| | | | | |
|----|-------|-------|------|-------|
| 14 | shape | swam | fish | hive |
| | poke | place | life | sob |
| | sift | dome | tune | trust |

It was hot. I rode my bike for a mile. I saw a pool in a park. The kids swam and swam. They were like fish. There was one rule. Be safe. That was a fun place. I hope I can swim. I have to ask my father first. I went home to ask him.

Vowel-Consonant-e: Assessment

Student Name: _____

| Reading Vowel-Consonant-e | | | | |
|--|-------|-------|------|------|
| Student can read these words with the correct vowel sound. Consider a score of 10 correct as proficient. | | | | |
| pack | ice | place | cute | lid |
| rug | stand | stun | tame | pot |
| shift | plume | time | pond | vote |
| Spelling Vowel-Consonant-e | | | | |
| Student can spell these words correctly. Consider a score of 10 correct as proficient. | | | | |
| cap | cape | man | mane | time |
| hop | hope | hat | hate | rope |
| bit | bite | fat | fate | make |
| High-Frequency Words | | | | |
| Student can read these high-frequency words. Test the words you have taught in this cycle. Make note of any still unknown and reteach them in the next cycle. | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| | | | | |
|-------|-------|-------|------|------|
| pack | ice | place | cute | lid |
| rug | stand | stun | tame | pot |
| shift | plume | time | pond | vote |

Long-Vowel Teams: Generic Lesson Plan

High-Frequency Words

We will warm up with speed words.

The first word is _____. What word? Watch me count the sounds in _____. There are ____ sounds. Now watch me write the letters: _____. There are ____ sounds and ____ letters in _____. To know this word, you have to think about how the letters and sounds work together. I'll show you. In this word, the letter(s) represent(s) the _____ sound. [Continue until all sounds and spellings are linked. Distribute a list or card with cumulative words for the week.]

I'll say a word and you point to it.

I'll say a word and you spell it. When I say "Go," spell it out loud.

Decoding by Analogy

We are going to work with some vowel patterns. The way we'll do it is we'll learn a set of clue words, and we'll use those words to read other words.

Your clue words today are _____. They all use patterns to spell the same sound. In the word _____, the letters _____ represent the sound _____. [Repeat for each clue word.]

Keep your clue words on top of your new words. Touch your first new word. Find the vowel pattern. Then touch the clue word with the same vowel pattern. When I say "Go," I want you to say:

"I know _____, so this is _____."

Touch your next new word. [Repeat for all words.]

Let's see how many times you can read all of your new words in 1 minute. Look at each one. If you know it, say it. If you don't know it, use your clue words to help you.

Whisper Reading (up to 2 minutes)

We have a new passage today. It will help you to know these words: _____. For other words, remember to check for vowel patterns and use your clue words. Whisper read, pointing to each word as you say it. If you finish before the timer rings, go back to the beginning and see if you can read more smoothly.

Partner Reading (up to 2 minutes)

Now reread with a partner. Switch after each sentence. If your partner asks for help with a word, you can give it.

Choral Reading (1 minute)

Let's end by reading together. Keep your voice with mine.

Long-Vowel Teams: Sample Script for Lesson 5

Decoding by Analogy

We are going to work with some vowel patterns. The way we'll do it is we'll learn a set of clue words, and we'll use those words to read other words.

Your clue words today are *rain*, *May*, and *eight*. They all use patterns to spell the same sound. In the word *rain*, the letters *a* and *i* represent the sound /a/.

In the word *May*, the letters *a* and *y* represent the sound /a/.

In the word *eight*, the letters *ei* or *igh* represent the sound /a/.

Keep your clue words on top of your new words. Touch your new word. Find the vowel pattern. Then touch the clue word with the same vowel pattern. When I say "Go," I want you to say:

"I know _____, so this is _____."

Touch your next first word. Find the vowel pattern. Touch the clue word with the same vowel pattern. "Go." "I know *May*, this must be *way*."

Touch your next word. Find the vowel pattern. Touch the clue word with the same vowel pattern. "Go." "I know *May*, this must be *spray*."

Touch your next word. Find the vowel pattern. Touch the clue word with the same vowel pattern. "Go." "I know *rain*, so this must be *paid*."

Touch your next word. Find the vowel pattern. Touch the clue word with the same vowel pattern. "Go." "I know *eight*, so this must be *veil*."

Touch your next word. Find the vowel pattern. Touch the clue word with the same vowel pattern. "Go." "I know *rain*, so this must be *stain*."

Touch your next word. Find the vowel pattern. Touch the clue word with the same vowel pattern. "Go." "I know *eight*, so this must be *freight*."

Touch your next word. Find the vowel pattern. Touch the clue word with the same vowel pattern. "Go." "I know *May*, so this must be *pay*."

Touch your next word. Find the vowel pattern. Touch the clue word with the same vowel pattern. "Go." "I know *rain*, so this must be *claim*."

Touch your next word. Find the vowel pattern. Touch the clue word with the same vowel pattern. "Go." "I know *rain*, so this must be *sprain*."

Touch your next word. Find the vowel pattern. Touch the clue word with the same vowel pattern. "Go." "I know *rain*, so this must be *train*."

Touch your next word. Find the vowel pattern. Touch the clue word with the same vowel pattern. "Go." "I know *May*, so this must be *stray*."

Touch your next word. Find the vowel pattern. Touch the clue word with the same vowel pattern. "Go." "I know *rain*, so this must be *straight*."

Let's see how many times you can read all of your new words in 1 minute. Look at each one. If you know it, say it. If you don't know it, use your clue words to help you.

(continued)

Long-Vowel Teams: Sample Script for Lesson 5 (page 2 of 2)

| Long-A Teams | | | |
|--------------|------|--------|------|
| rain | May | eight | |
| __ai | __ay | __eigh | |
| Long-O Teams | | | |
| boat | toe | low | cold |
| __oa | __oe | __ow | __o |
| Long-I Teams | | | |
| high | my | kind | |
| __igh | __y | __i | |
| Long-E Teams | | | |
| eat | bee | chief | |
| __ea | __ee | __ie | |
| Long-U Teams | | | |
| new | blue | fruit | |
| __ew | __ue | __ui | |
| Ow/Oi Teams | | | |
| oil | toy | house | owl |
| __oi | __oy | __ou | __ow |

Words and Passages for Decoding by Analogy

| | | | | |
|---|-------|-------|-------|-------|
| 1 | bait | neigh | reign | stain |
| | bay | claim | play | ray |
| | weigh | way | maid | pain |

My friends went to play at a beautiful lake. We got poles so that we could fish. We had worms for bait. The sun shone in fine rays on the lake. The fish did not like our bait. We did not catch any fish that day, but we had a fine time at the lake. Next time, we may go to the bay. There may be more fish there.

| | | | | |
|---|--------|---------|-------|--------|
| 2 | drain | freight | stray | wail |
| | day | plain | nail | paint |
| | sprain | hay | say | sleigh |

We can go to the north for a trip in the winter. We can take a long ride in a car. When we get there, we can do fun things. We can see a horse pull a large sleigh. First, we can paint the sleigh red and white. It may take the whole day. Then we can ride in the sleigh. If we are lucky, we can give the horse hay.

(continued)

| | | | | |
|---|--------|-------|--------|-------|
| 3 | wait | gray | claim | vein |
| | jay | faint | weight | pay |
| | praise | slay | waist | reign |

I went to a park to play. I fell on a rock and got hurt. I went to the doctor to check for a sprain. The doctor can check my weight. The doctor can check my veins. I am brave. I do not faint. I am happy because I know that doctors keep me safe. The doctor tells me I have no sprain. She says I can go home.

| | | | | |
|---|------|-------|------|--------|
| 4 | stay | chain | vein | eighth |
| | aim | clay | sway | main |
| | tray | tail | nail | hay |

I take a train trip. I pay to go on the train. The train is on the main line. The train is on the tracks. My bags are under the train. I pack my lunch for the trip. When I sit on the train, I use a tray. I put my lunch on the tray. I stay still for the long trip. When the train stops, I am home. I get my bags. I am safe.

(continued)

| | | | | |
|---|--------|---------|-------|----------|
| 5 | way | spray | paid | veil |
| | stain | freight | pays | claim |
| | sprain | train | stray | straight |

Some trains carry people. Some trains carry freight. Freight can be many things. Freight can be in a boxcar. A boxcar is large. I see the freight train on the tracks in the day. The freight can go a long way. The train can take freight straight to the store. Then we can use the freight. We have to pay for it at the store.

| | | | | |
|---|-------|------|------|-------|
| 6 | boast | doe | folk | blow |
| | toad | road | bowl | roast |
| | bold | volt | oats | ghost |

I wish I could ride a horse. I could ride down the road. I could take my sister with me. When we got home, we could get a bowl. We could fill the bowl with oats for the horse. Then we could brush the horse. We could make the mane shine. We could make the hair shine. We could make the tail shine.

(continued)

Words and Passages for Decoding by Analogy (page 4 of 15)

| | | | | |
|---|------|-------|--------|------|
| 7 | moat | foe | soap | bolt |
| | flow | both | stroll | glow |
| | cold | flown | toast | foam |

I want to win a race. First a man will blow a horn. Then I will have to be bold. I will have to be fast. I will not stroll down the road. I will run as fast as I can. I will bolt as fast as I can. I will try very hard. If I win, I can boast to my brother and my sister. We will all be happy.

| | | | | |
|---|-------|------|------|-------|
| 8 | coat | comb | grow | low |
| | fold | oath | hoe | sold |
| | roast | gold | know | coast |

It was a cold day. My mother made me take a hat. My mother made me take a coat. We went out to play. The sun got hot. I started to roast. I had to fold my coat to keep it safe. When I went home, I had my coat and my hat. I know my mother was glad. My hat had no stains. My coat had no stains.

(continued)

Words and Passages for Decoding by Analogy (page 5 of 15)

| | | | | |
|---|------|-------|------|--------|
| 9 | host | scold | moan | growth |
| | goal | roach | toe | show |
| | mold | mow | jolt | float |

I like to play soccer. I play in the goal. I can kick the ball far. I do not kick with my toe. I kick hard so that the ball can float far. My friends get the ball and kick it into the goal. That way, we can score lots of goals. We are a great soccer team. I know that soccer is a great sport for me.

| | | | | |
|----|-------|-------|-------|-------|
| 10 | coach | shown | woe | poll |
| | most | croak | slow | poach |
| | snow | post | groan | throw |

When I grow up, I would like to be a coach. I would coach kids who want to play sports. I would help them learn to run fast. I would help them learn to throw far. I would help them learn to swim. I would help them learn to dive. A coach can help kids to grow and be great at sports.

(continued)

Words and Passages for Decoding by Analogy (page 6 of 15)

| | | | | |
|----|--------|-------|--------|-------|
| 11 | bright | cry | child | blind |
| | bind | fight | spry | light |
| | spy | try | flight | why |

I want to fly on a plane. I would take my bags on the plane. I would bring a snack. I would sit still and be safe. I would go high in the sky. I would see birds and clouds. The whole flight would be great. I think I would like to fly on a plane. If I saw a child who was sad, I would help him be brave. I want to fly.

| | | | | |
|----|--------|------|-------|--------|
| 12 | spy | high | blind | climb |
| | cry | sky | light | bright |
| | knight | find | might | shy |

I looked high in the sky. I saw a bright light. It was the sun. The sun shines with a bright light in the morning. At night, the sky is dark. It is not bright. In the day, it is bright again when the sun comes up in the sky. I use my sunglasses when the light is very bright. I like to be in the sun.

(continued)

| | | | | |
|----|--------|-------|-------|------|
| 13 | right | dry | grind | sigh |
| | flight | might | fly | mind |
| | fry | hind | sight | find |

I had to mind my brother last night. My father was on a trip. My mother was in the backyard. We had to find games to play. We could play basketball. We could play soccer. We could climb the monkey bars. My brother chose to show me that he could run fast. We raced and we raced. We had a great day.

| | | | | |
|----|--------|-------|-------|--------|
| 14 | slight | pry | blind | wild |
| | rind | thigh | shy | knight |
| | sign | sky | tight | sight |

I saw a blind man cross the street. He could not see. He could feel signs with his hands. He could use a stick to help him. With no sight he could still do lots of things. He was not shy. He was a kind man. I asked him to tell me about his sight. He told me he had help to do some things. He was glad to talk to me.

(continued)

Words and Passages for Decoding by Analogy (page 8 of 15)

| | | | | |
|----|-------|-------|--------|--------|
| 15 | light | sly | wind | why |
| | dry | fight | slight | knight |
| | grind | spry | light | blind |

I like to think about knights and castles. Knights are nice to the king. Knights are nice to their horses. Knights are nice to their dogs. Knights try to keep us safe. Knights fight if they must. Knights do not like to fight. Knights like to hunt with horses and dogs. I can read books about knights.

| | | | | |
|----|--------|-------|-------|-------|
| 16 | beach | brief | beef | keep |
| | screen | lean | read | greed |
| | flea | beast | field | sweep |

I went to the beach this summer. I went on a bus. I swam in the sea. I had to keep close to shore. I had to keep safe. I saw some fish jump and some birds fly. I got tired and took a rest. When I woke up, I had a book to read. I had a great time on my beach trip. Next time I might bring a kite.

(continued)

| | | | | |
|----|-------|-------|-------|-------|
| 17 | eat | sleet | chief | least |
| | teeth | peach | leash | sweet |
| | speed | eel | mean | feed |

In summer I can pick a peach from my peach tree. If I wait until it is ripe, the peach will be sweet. I check to see if the peach is soft. If it is soft, it is ripe. If it is hard, it is not ripe. I eat the peach when it is ripe. When I pick it myself, I am happy to wait for it to get ripe. A ripe peach is a treat for me.

| | | | | |
|----|-------|-------|-------|-------|
| 18 | bead | week | fiend | queen |
| | ease | grief | greet | cream |
| | yield | peace | east | jeep |

Last week, I saw a sign on my street. The sign said yield. When you yield you stop and check the cars. You do that to keep safe. I ride my bike on the street, so I have to yield to stay safe from cars. My mother lets me ride if I am careful to yield. Then I can ride to my friend's house.

(continued)

Words and Passages for Decoding by Analogy (page 10 of 15)

| | | | | |
|----|-------|-------|--------|-------|
| 19 | beak | thief | flea | three |
| | niece | deal | speech | plea |
| | fleet | piece | feast | creep |

I lost my backpack. I left it in the street. A thief took it. I had to wait for a week to see it. Then I saw my backpack. It was in the yard. A bird with a long beak put it in the yard. It was a thief, but a bird thief. I told my brother and he was not mad at me. He told me to bring my things inside.

| | | | | |
|----|--------|--------|-------|-------|
| 20 | heal | shriek | heap | keen |
| | priest | heat | reef | reach |
| | screen | shield | leave | sheep |

I like to watch TV on a big screen. I reach the screen by standing up tall. I use my clock to check the time. I pick a show. I like shows about sports. My big sister lets me watch TV after I read my book. Sometimes I sleep late and I cannot watch. I have to leave for school.

(continued)

Words and Passages for Decoding by Analogy (page 11 of 15)

| | | | | |
|----|--------|------|--------|-------|
| 21 | blew | clue | bruise | crew |
| | cruise | brew | suit | threw |
| | due | cue | chew | knew |

I knew a man who took a cruise. A cruise is a trip on a boat. The boat was large and white. A cruise can last a long time. A cruise can go far. You can play games on a cruise boat. I blew a kiss to the man on the cruise when it left for the sea. I wish I could go on a cruise too.

| | | | | |
|----|--------|------|-------|-------|
| 22 | dew | flue | juice | true |
| | bruise | few | suits | flew |
| | sue | glue | drew | crews |

I took my friends to see my garden. I have lots of green plants. Some have fruit. We can pick the fruit and make some juice. We can put the juice in a glass. We try not to spill it. If we spill, we waste the juice. Then we have to pick some more fruit. I like to show the plants in my garden to my friends.

(continued)

Words and Passages for Decoding by Analogy (page 12 of 15)

| | | | | |
|----|------|--------|-------|--------|
| 23 | grew | hue | suit | shrews |
| | dew | knew | screw | chew |
| | true | cruise | mew | few |

Sue knew that she grew a lot last year. She grew a few inches at least. She knew it was true because her pants were too short. That was her clue. Her mother took her to the store. She got new pants and a new dress. She was glad to have new things. It made her feel happy to have them.

| | | | | |
|----|-------|-------|--------|--------|
| 24 | glue | cue | shrewd | bruise |
| | suits | shrew | sue | true |
| | stew | drew | juice | threw |

I love to go to art class. On Monday we drew a bird. On Tuesday we used glue to glue beans on the bird. On Wednesday we used glue to make a beak. On Thursday we used yarn to make the feet. On Friday we took our bird home. I gave it to my mom. She was happy.

(continued)

Words and Passages for Decoding by Analogy (page 13 of 15)

| | | | | |
|----|--------|--------|------|--------|
| 25 | news | knew | true | hue |
| | hue | strewn | grew | dew |
| | shrewd | glue | stew | cruise |

I got some great news. A new boy is coming to my class. He likes to read. He likes to ride a bike. He likes sports. He likes to run and play. I hope the news is true. I will wait a few days and see. I like it when new boys come to my school. I like to make new friends.

| | | | | |
|----|-------|--------|------|-------|
| 26 | boy | bound | void | clown |
| | boil | brow | wow | snout |
| | cloud | sprout | coil | cow |

A boy took a trip to a farm. The boy looked around and saw a pig. The pig put its snout in the soil. It found a bit of corn cob. The boy saw the pig coil its tongue around the corn cob. It put the corn in its mouth. That's how the pig eats. Next we can watch the cow. The cow eats grass and grain.

(continued)

| | | | | |
|----|-------|------|-------|-------|
| 27 | broil | coy | couch | crowd |
| | drown | toil | scout | south |
| | spout | down | spoil | crown |

I want to be a scout. There are girl scouts and boy scouts. Scouts camp and scouts learn to make things. If I can join the scouts, I will have to go down to the park. I will see a crowd of scouts. I will have to be brave. Scouts are nice. Scouts meet in the park and then go on trips. It will be nice to meet new friends at scouts.

| | | | | |
|----|-------|-------|--------|-------|
| 28 | coin | joy | crouch | soil |
| | count | clown | fowl | pound |
| | shout | point | doubt | brown |

I saw a clown in front of a store. I heard a boy shout and point. The clown had three brown balls. First, he could count them. Then he threw the balls up and down. The boy wanted to show me the clown. I was happy to see the clown. I left a coin for the clown. He was a joy to see.

(continued)

| | | | | |
|----|-------|------|-------|-------|
| 29 | moist | soy | found | frown |
| | proud | loin | sound | gown |
| | foul | howl | how | joint |

I knew a girl who wanted to go to a dance. The girl found a gown to wear to the dance. The gown had a black stripe. The gown had red lace. The gown had a long belt. She was proud to have that gown. The gown was beautiful. The girl was happy. She could dance round and round in that gown.

| | | | | |
|----|-------|--------|-------|-------|
| 30 | joy | grouch | plow | broil |
| | prowl | join | scowl | town |
| | round | ground | hoist | vow |

I wanted to have a picnic for my friends. I chose a great spot. I had to work hard. First I had to clear the ground. Then I had to hoist up a flag so they could find me. Next I had to go to town and pick up the food. When my friends came, I was proud of my work. We ran round and round. New kids could join us. Then we could eat.

Vowel Teams: Assessment

Student Name: _____

| Students can read these words correctly. Consider a score of 50 as proficient. | | | | |
|--|--------|-------|-------|-------|
| shown | glue | field | blind | pray |
| bleed | stow | threw | weigh | climb |
| sleigh | stay | greet | thief | soak |
| high | tight | spy | shy | woe |
| juice | throat | most | fold | clue |
| leash | plain | stew | waist | heap |
| suit | soy | toil | cloud | growl |
| shown | glue | field | blind | pray |
| bleed | stow | threw | weigh | climb |
| sleigh | stay | greet | thief | soak |
| high | tight | spy | shy | woe |
| juice | throat | most | fold | clue |
| leash | plain | stew | waist | heap |
| suit | soy | toil | cloud | growl |

(continued)

Vowel Teams: Assessment (page 2 of 2)

| | | | | |
|--------|--------|-------|-------|-------|
| shown | glue | field | blind | pray |
| bleed | stow | threw | weigh | climb |
| sleigh | stay | greet | thief | soak |
| high | tight | spy | shy | woe |
| juice | throat | most | fold | clue |
| leash | plain | stew | waist | heap |
| suit | soy | toil | cloud | growl |
| shown | glue | field | blind | pray |
| bleed | stow | threw | weigh | climb |
| sleigh | stay | greet | thief | soak |
| high | tight | spy | shy | woe |
| juice | throat | most | fold | clue |
| leash | plain | stew | waist | heap |
| suit | soy | toil | cloud | growl |

| | |
|-------------------|--|
| Integrated | <input type="checkbox"/> Screening assessments used with all of the children in a class are used to identify children for this group. <input type="checkbox"/> The targeting of fluency benchmarks reflected in the state curriculum for English language arts connects differentiated instruction to meaningful goals. |
| Explicit | <input type="checkbox"/> The targets for this group are fluency and comprehension only; no word recognition is necessary, with the possible exception of some limited work in multisyllabic words. <input type="checkbox"/> The teacher models fluency during each lesson. <input type="checkbox"/> The teacher specifies procedures for all portions of the lesson. |
| Scaffolded | <input type="checkbox"/> Fluency activities proceed from more to less teacher support. <input type="checkbox"/> The teacher provides continuing word recognition support during all activities. |
| Systematic | <input type="checkbox"/> The teacher has a plan for a series of fluency lessons of similar length and difficulty. |
| | <input type="checkbox"/> The teacher has a plan for progress monitoring using established fluency assessment methods. |

FIGURE 6.4. Checklist for targeting fluency and comprehension.

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| ✓ | Guiding Questions |
|---|---|
| | Is the book difficult enough that repeated reading will increase fluency? |
| | Is the book likely to interest the children? |
| | Does the book contain authentic, natural prose rather than decodable or patterned language? |
| | Does the text incorporate a limited number of challenging multisyllabic words? |

FIGURE 6.7. Guidelines for text selection.

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Sample Lessons for a First-Grade FAC Group

Henry and Mudge, by Cynthia Rylant (1996)

| All lessons take the same format. | |
|---|--|
| 1. What do we already know about these characters? or Let's review what we learned in yesterday's reading. 2. Choral or echo read. 3. Partner or whisper read. See whether you can improve your expression. 4. Discussion. | |
| Reading | Questions for Discussion |
| The First Book pp. 5–22 | Why do you think Henry didn't want a dog with curly hair? Why did Henry stop worrying after he got Mudge? Why did Mudge love Henry's bed? |
| The First Book pp. 23–end | How did Henry know that Mudge must be lost? How did Mudge find Henry? What did Henry and Mudge dream about? |
| Puddle Trouble: The Snow Glory | Why didn't Henry's mother want him to pick the snow glory? Why did Henry want to pick it? Why did Henry call Mudge a bad dog? |
| Puddle Trouble: Puddle Trouble | Why did Henry call one of the puddles an "ocean puddle"? Why wasn't Henry's father angry at him? |
| Puddle Trouble: The Kittens | What was the new dog going to do? How did Mudge stop him? Why do you think Mudge lay down beside the box? |
| Green Time: The Picnic | What did Mudge have for dessert? Which food did Henry and Mudge share? How did Mudge get Henry to stop crying? |
| Green Time: The Bath | How did Mudge know he was going to get a bath? Which part of the bath did Mudge hate the most? How did Mudge get Henry back? |
| Green Time: The Green Time | Why did Henry feel big? Do you think Mudge really ate monsters? Why not? |
| Under the Yellow Moon: Together in the Fall | Why were none of the leaves green? Who can tell me one way that Henry and Mudge did things differently? What does the author mean by saying, "Henry put on a coat and Mudge grew one"? |
| Under the Yellow Moon: Under the Yellow Moon | Why do you think Henry's mother dressed up before telling stories? Why do you think Henry's mother told ghost stories if she knew the stories scared Henry? Why did Henry think the clicking sound might be shoes? |
| Under the Yellow Moon: Thanksgiving Guest | How many weeks did Aunt Sally stay at Henry's house? Why did Henry think Aunt Sally would hate Mudge? What made Henry like Aunt Sally? |
| Sparkle Days: Sparkle Days | Why did Henry call it a "sparkle day"? Why did Mudge bark at Henry? Why didn't Mudge get mad when Henry threw a snowball at him? |
| Sparkle Days: Firelight | Why did Henry and his parents like to take walks even though it was cold? Why do you think Mudge wagged his tail? What made the wood pop? |

Sample Lessons for a Second-Grade Group

Cam Jansen and the Chocolate Fudge Mystery, by David Adler (1993)

| All lessons take the same format. | |
|--|--|
| 1. What do we already know about these characters? or Let's review what we learned in yesterday's reading. 2. Choral or echo read the next chapter. 3. Partner or whisper read that same chapter. See whether you can improve your expression. 4. Discussion. | |
| Reading | Questions for Discussion |
| Chapter 1 | Why is Cam a good nickname for Jennifer Jansen? Why was Cam suspicious of the woman, but not the runners? What do you think the woman may be hiding? |
| Chapter 2 | What is odd about the fact that the woman puts her trash in the trash can? Why do you think Eric is uneasy? What do you think is in the bag? |
| Chapter 3 | How do you think Cam felt after looking in the trash? How do you think Eric felt? Why did the kids think no one was home? Who do you think is chasing the kids? |
| Chapter 4 | Who was actually chasing the kids? Why? Why does Eric think no one is home? Why does Cam disagree? Who do you think is right? |
| Chapter 5 | Why does Cam's father ask the Millers' permission for Cam to stay in their yard? Why does Mrs. Miller think that the nephew might be in the house? Why are the newspapers a clue for Cam? |
| Chapter 6 | Why is the newspaper headline an important clue? How would it help Cam to know when the man went into hiding? Why does Mrs. Miller still think it's the Pells' nephew? How do the dates on the newspapers help Cam to identify the man? |
| Chapter 7 | Why is Mr. Jansen unable to speak clearly to the policeman? What do you think the woman was going to do with the suitcase? Why did the woman leave her disguise in the store? |
| Chapter 8 | How did Cam know what clothing the woman had on under her raincoat? Why do you think the woman admitted that she was involved with the bank robber? How does the captain decide to thank Cam and Eric for their help? How does Cam impress the police officers? |

Sample Lessons for a Third-Grade Group

See *You Later, Gladiator*, by Jon Scieszka (2000)

| All lessons take the same format. | |
|--|--|
| 1. What do we already know about these characters? or Let's review what we learned in yesterday's reading. 2. Choral or echo read the next chapter. 3. Partner or whisper read that same chapter. See whether you can improve your expression. 4. Discussion. | |
| Reading | Questions for Discussion |
| Chapter 1 | What is a gladiator? What do you think gladiators do? What does Sam mean when he says, "And maybe I'm Santa Claus and maybe this is the North Pole"? Why do the kids need to find <i>The Book</i> ? What kind of book do you think it is? What do you think will happen next? |
| Chapter 2 | Why does the author tell us the history of <i>The Book</i> ? How does <i>The Book</i> work? Why did the Time Warp Trio get stuck in the world of the gladiator? |
| Chapter 3 | How can we tell that the gladiator would not really have harmed the boys? Why did Dorkius have a hard time telling when the boys would graduate? |
| Chapter 4 | How did the boys plan to find out where the library was? Why did the boys use such bad manners while they ate? What do you think the boys will do when they finish eating? |
| Chapter 5 | Why were the boys confused about the word <i>circus</i> ? Did all gladiators fight other gladiators? Why did the Professor want to become a Roman citizen? |
| Chapter 6 | How did Joe keep the gladiators from hitting the plate with the trident? What does it mean, in Judo, never to meet a force head on? What do you think Brutus will do now that Joe beat him? |
| Chapter 7 | Why do you think Sam decided to throw grapes at the gladiators? Why did the Professor decide to help the boys find the book? What do you think Dorkius will do now that he's found the boys? |
| Chapter 8 | Why did the Professor admire the Romans even though they had made him a slave? What did the men use instead of soap? Is Joe really about to be killed by a gladiator? What do you think will happen? |
| Chapter 9 | How did Joe escape being killed? Did it surprise you? What is a vomitorium for? What do you think will happen when the boys fight the Professor? |
| Chapter 10 | Why did the blindfold plan work so well? Why did earning their citizenship not get the boys out of trouble? What do you think will happen when Brutus and Horridus catch them? |
| Chapter 11 | Why could the boys understand people when they spoke but could not read signs? Why was the bookstore closed? Do you think the boys will really be buried alive? Why or why not? |
| Chapter 12 | Why do you think the woman helped the boys? Do you think there were books in Rome, or just scrolls? What do think happened to the Professor? |
| Chapter 13 | How did the boys know the Professor was all right? Do you think Brutus and Horridus were really turned into statues? |

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Sample Lessons for a Third-Grade FAC Group

Hana's Suitcase, by Karen Levine (2003)

| All lessons take the same format. | |
|---|---|
| <ol style="list-style-type: none"> 1. What do we already know about these characters? What do we already know about the events? or Let's review what we learned in yesterday's reading. 2. Choral read the next chapter. 3. Partner or whisper read the same chapter. Work on improving expression. 4. Use the inferential questions below as a reading guide and then to structure a discussion. | |
| Reading | Questions for Discussion |
| Introduction | What kind of a story is <i>Hana's Suitcase</i> ? What were some of the actions of the Nazi dictator Adolf Hitler? How do children have the power to create peace in the future? What is a genocide? What other genocides—besides the Nazi genocide in World War II—have been recorded in history? |
| pp. 2–4 | Where is the suitcase? What does the suitcase look like? Who is the owner of the suitcase? How could the owner of the suitcase end up in Auschwitz? What could the contents of a suitcase be? |
| pp. 5–9 | Where was Nove Mesto? How many days did the father work? What did Hana's mother do once a week? What were some of the activities that people could do at Nove Mesto? Describe the town of Nove Mesto. How did Hana and George help at the store? Why would Hana's family be charitable? Why would being Jewish become very important in their life? What subjects do students study in public schools? What are the basic principles of the Jewish religion? |
| pp. 10–14 | What does Fumiko want the young people of Japan to learn? How would actual items from people of the Holocaust assist Fumiko in her goal? What was Zyklon gas? |
| pp. 15–19 | What was Hana's greatest love? What did Hana look like? What did Mr. Rott suggest? What prediction could be made about Hana's future based on her walnut? Why would Mr. Rott make such a suggestion? Were the Jewish people the only ones who were under attack during Hitler's reign? |
| pp. 20–21 | What did 10-year-old Akira wonder about? Where did Fumiko write seeking information on Hana Brady? Why were the children encouraging Fumiko to proceed with her efforts? |

(continued)

Sample Lessons for a Third-Grade FAC Group (page 2 of 4)

| | |
|-----------|--|
| pp. 22–27 | <p>What did the Nazis declare about the Jews? What were some of the new rules that the Nazis applied to the Jews of Nove Mesto? Why was Hana lonely? Why would the Brady family’s items be safe with gentiles but not with them? What is the purpose of list keeping?</p> |
| pp. 28–29 | <p>What terrible things had happened in Theresienstadt? What was the history of Terezin? Why would the captive Jews teach, learn, and perform while in captivity? What is a ghetto?</p> |
| pp. 30–32 | <p>What did Hana always dream about? What happened in March 1941? How did Hana and George continue their education? What happened to Hana’s mother? Did Hana and George enjoy homeschooling? Why? What are the benefits and drawbacks of homeschooling?</p> |
| pp. 33–34 | <p>Where were many of the drawings displayed? Whose name was on the drawings? What was depicted on the drawings that Fumiko received? How did Fumiko feel when she saw Hana’s name? What were some materials used to draw?</p> |
| pp. 35–39 | <p>What did the Nazi officer declare? Why did Hana miss her mother at night? What was the content of the package sent to Hana? Why did Hana’s mother send her the package? Why did Hana’s family have to wear the Star of David? Why was Hana’s father also arrested and removed from his home? What was the Gestapo?</p> |
| pp. 40–42 | <p>What did the children name their club? How often did the children meet to plan their newsletter? Why was Fumiko enchanted by Hana’s drawings? What did the newsletter include? Why do people write newsletters? Who would write a newsletter?</p> |
| pp. 43–48 | <p>How did Boshka try to distract the children? Why wasn’t Uncle Ludvik an obvious target for the Nazis? Where was the father imprisoned? What items did the children take with them when they left for Uncle Ludvik’s place? How did the children spend their time at Uncle Ludvik’s home? Why couldn’t Hana and George stay at their house? Why are dogs said to be “man’s best friend”? What were the conditions for the prisoners of the Gestapo?</p> |
| pp. 49–52 | <p>Where were Hana and George to report on May 14, 1942? For how long did Hana and George stay at the warehouse? How did Hana celebrate her 11th birthday? What did the children take with them? Why was Uncle Ludvik heartbroken? What was the purpose of the concentration camps?</p> |

(continued)

Sample Lessons for a Third-Grade FAC Group (page 3 of 4)

| | |
|-----------|---|
| pp. 53–54 | <p>To whom did Fumiko write? Where did Fumiko decide to go? What parts of the exhibit drew the visitors' attention? Why were the visitors mostly interested in these items? What would you find in a museum?</p> |
| p. 55 | <p>What happened on the morning of the fourth day? What orders did the German soldier give to the people? Why couldn't the people leave the warehouse on their own? What were the main means of transportation in the 1940s?</p> |
| pp. 56–58 | <p>Where was Fumiko invited to go? How would Fumiko get to Terezin? What was the purpose of the conference that Fumiko would attend? What is a conference? Why do people attend conferences?</p> |
| pp. 59–61 | <p>What did the soldier ask at the front of the line? What happened after the train stopped? Why wasn't the soldier interested in conversation? Why did the soldier search the suitcases for money and jewelry? Why were people separated in the concentration camps?</p> |
| pp. 62–63 | <p>Why was Fumiko upset? How did Fumiko locate Ludmila? How would you locate someone whose tracks were lost for a long time?</p> |
| pp. 64–70 | <p>Why wasn't Hana allowed to leave the building? What were the life conditions in Kinderheim? What classes did Hana attend at the camp? How was the game of Smelina played? Why did the girls hold secret classes? Why did Hana get upset by the lady who wanted to call her mother? What was the diet of the people in the concentration camps?</p> |
| pp. 71–73 | <p>What was next to Hana's name? What did Fumiko and Ludmila find? When would you place a checkmark next to a written word?</p> |
| pp. 74–82 | <p>Who had given Hana and George the scooters? How did Grandmother look when Hana and George found her in the attic? What did George tell Hana before he left? How did Ella prepare Hana to see George? Why were the Nazis systematic in the lists they kept? Where is Auschwitz located?</p> |
| pp. 83–85 | <p>For what did Ludmila and Fumiko look for an hour? What was the meaning of the checkmark next to Hana's name? Why was Hana's life ended unjustly? What exhibits are in the Jewish Museum of Prague?</p> |
| pp. 86–88 | <p>Where was Mr. Kotouk leaving for? What information did Mr. Kotouk give to Fumiko? Why did Fumiko want to meet Mr. Kotouk? What is the job description of an art historian?</p> |

(continued)

Sample Lessons for a Third-Grade FAC Group *(page 4 of 4)*

| | |
|-------------|--|
| pp. 89–91 | <p>What copies had Fumiko made? What surprise did Fumiko have for the children in Japan? Why would the Holocaust survivors refuse to talk about their experiences? How many people survived the Holocaust?</p> |
| pp. 92–96 | <p>How old was George Brady? What were George Brady’s plans? How old was George Brady when Auschwitz was liberated in January 1945? What was the fate of George’s parents? Why did George faint? Why would someone faint? How would you share bad news with someone?</p> |
| pp. 97–99 | <p>What did George do when he moved to Toronto? What did Fumiko ask of George? Why would George help Fumiko? What is the purpose of photo albums?</p> |
| pp. 100–102 | <p>What happened as Fumiko unfolded the pages? What did Fumiko learn from George’s letter? Why did Fumiko get so excited? Where is Canada?</p> |
| pp. 103–107 | <p>Who did George Brady bring with him? How did Hana finally become a teacher? What was the reason that Hana was killed? How had Fumiko’s actions given honor to Hana? Are there Nazi survivors now?</p> |
| pp. 108–109 | <p>What had happened to Hana’s original suitcase? What is a “replica”?</p> |

18-Week Lesson Plans for Multisyllabic Decoding

Week 1: Compound Words

Today we will work with compound words. Compound words contain two words that are joined together to make up a new word. We will divide each compound word into its parts, read each part, and then read the parts together to read the compound word. The challenge is to figure out where to divide the word. For compounds divide after the first word.

| | | | | |
|------------|-------------|-----------|--------------|------------|
| herself | bookcase | footstep | soapstone | racehorse |
| anyone | doorknob | crossroad | keyhole | workshop |
| himself | armpit | household | afterthought | cardboard |
| yourself | countryside | rainstorm | manlike | gravestone |
| throughout | classroom | housework | likewise | swordfish |
| everyone | workday | storeroom | bookstore | southeast |
| everybody | racetrack | fireball | schoolmate | grapevine |
| somehow | airline | burnout | seaside | graveyard |
| something | farewell | cornfield | shoelace | thumbnail |
| somewhere | doorbell | fieldtrip | roommate | windburn |

Spelling Practice

Now that we practiced reading compound words, let's try to write some compound words. Say the word to yourself. Divide it into two separate words. Spell each word. Remember to check to make sure there is at least one vowel in each word.

| | | | | |
|-----------|-----------|-----------|-----------|-----------|
| chopstick | catfish | dustpan | racetrack | bookstore |
| pitfall | boxcar | classroom | armpit | cardstock |
| passport | yardstick | pathway | likewise | grapevine |

(continued)

Multisyllabic Decoding (page 2 of 19)

Week 2 through Week 6: Prefixes and Suffixes

Prefixes (Days 1 and 2): Today we will work with prefixes. A prefix is a word part used at the beginning of a word. You need to know a lot of prefixes. To divide and read words with prefixes, find the prefix, read the root word, and then read the prefix and root word together. Remember that the prefix changes the meaning of the root word.

Suffixes (Days 3 and 4): Today we will work with suffixes. A suffix is a word part used at the end of a word. You need to recognize suffixes when reading longer words. To divide and read words with suffixes, find the suffix, read the root word, and then read the root word and suffix together. Remember that the suffix changes the meaning of the root word.

Prefixes and Suffixes (Day 5): Today we will work with words with prefixes and suffixes. A prefix is a meaningful word part at the beginning of a word. A suffix is a meaningful word part used at the end of a word. To divide and read words with prefixes and suffixes, find the prefix, find the suffix, read the root word, and then read the prefix, root word, and suffix together. Remember that the prefix and suffix change the meaning of the root word.

(continued)

Multisyllabic Decoding (page 3 of 19)

Week 2: *un-*, *re-*, *-ful*, *-ly*

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|--|---|---|---|
| <i>un-</i> means not. For example, the word <i>unable</i> means not able (to do something). | <i>re-</i> means again or back. For example, the word <i>repaint</i> means to paint again. | <i>-ful</i> means full of. For example, the word <i>painful</i> means full of pain. | <i>-ly</i> means in the manner of. For example, the word <i>suddenly</i> means something that happens quickly, without warning. | <i>un-</i> means not. <i>-ful</i> means full of. <i>-ly</i> means in the manner of. |
| unscrew | rebuild | fearful | softly | ungracefully |
| unknown | rework | wishful | nicely | frightfully |
| unpack | remake | gleeful | sadly | untactful |
| unclean | reborn | needful | lively | unthoughtful |
| unplug | rewrite | thoughtful | kindly | unfaithfully |
| unsafe | reuse | cheerful | motherly | ungratefully |
| unfair | regain | boastful | fatherly | dreadfully |
| unkind | restate | peaceful | sisterly | peacefully |
| unreal | revisit | dreadful | brotherly | boastfully |
| Spelling Practice | | | | |
| Now that we practiced reading words with prefixes and suffixes, let's practice spelling them. Say the word to yourself, break it into syllables, and spell each one. Remember to think of the parts we discussed today, and check to see that there is at least one vowel in each syllable. | | | | |
| unplug | remake | cheerful | fatherly | faithfully |
| unreal | reuse | mindful | sadly | unmindful |
| unscrew | regain | thoughtful | softly | frightfully |

(continued)

Multisyllabic Decoding (page 4 of 19)

Week 3: *over-*, *mis-*, *-ed*, *-ness*

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|--|---|--|---|
| <i>over-</i> can mean in excess, or too much. For example, the word <i>overflow</i> means additional flow. <i>over-</i> is a two-syllable prefix. | <i>mis-</i> means bad or badly. For example, the word <i>misfortune</i> means to have bad fortune, bad luck. | <i>-ed</i> shows past tense and refers to something that happened in the past. <i>-ed</i> sounds like /t/, /id/, or /d/ depending on the base word. | <i>-ness</i> means with and is at the end of nouns. For example, the word <i>darkness</i> literally means with dark. | <i>over-</i> means in excess. <i>mis-</i> means bad or badly. <i>-ed</i> shows past tense and refers to something that happened in the past. <i>-ness</i> means with and is at the end of nouns. |
| overpower | misfit | trusted | kindness | youthfulness |
| overgrow | mistrust | blessed | sweetness | mistrusted |
| overcook | mismatch | heated | coolness | cheerfulness |
| overrun | misjudge | marked | chillness | colorfulness |
| overgrown | misread | barked | fairness | restfulness |
| overdo | misspell | cheered | loudness | wastefulness |
| overstep | mistreat | boasted | goodness | mismarked |
| overplant | misuse | worked | greatness | overmatched |
| overplay | miscount | helped | nervousness | misspelled |
| overstay | misplace | lifted | sickness | misguided |
| Spelling Practice | | | | |
| Now that we practiced reading words with prefixes and suffixes, let's practice spelling them. Say the word to yourself, break it into syllables, and spell each one. Remember to think of the parts we discussed today, and check to see that there is at least one vowel in each syllable. | | | | |
| overplay | misplace | cheered | sickness | restfulness |
| overplant | misjudge | lifted | sweetness | mismatched |
| overstep | mistrust | dressed | goodness | mistrusted |

(continued)

Multisyllabic Decoding (page 5 of 19)

Week 4: *pre-*, *dis-*, *-able*; *-er*, *-ar*, *-or*; *-ed*

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|--|--|---|--|
| <i>pre-</i> means before. For example, the word <i>preheat</i> means to heat something before using it. | <i>dis-</i> means the opposite of. It means not, just like the prefix <i>un-</i> . For example, the word <i>disapprove</i> means not to approve (something). | <i>-able</i> means able to. For example, the word <i>manageable</i> refers to something that can be managed. | <i>-er</i> and <i>-or</i> can mean one who (does something). For example, the word <i>teacher</i> literally means a person who teaches. | <i>pre-</i> means before. <i>dis-</i> means the opposite of. <i>-able</i> means able to. <i>-ed</i> shows past tense and refers to something that happened in the past. |
| pregame | discharge | laughable | pitcher | previewed |
| prebake | dislike | enjoyable | banker | distractable |
| precook | disown | suitable | buyer | disbanded |
| prepay | distrust | valuable | editor | discovered |
| preschool | disarm | workable | actor | prescribed |
| preview | disagree | teachable | dancer | prejudged |
| prepaid | disallow | trainable | painter | disordered |
| preset | disinfect | washable | leader | avoidable |
| prescribe | disorder | wearable | worker | disarmed |
| prejudge | disbelief | readable | pointer | dismounted |
| Spelling Practice | | | | |
| Now that we practiced reading words with prefixes and suffixes, let's practice spelling them. Say the word to yourself, break it into syllables, and spell each one. Remember to think of the parts we discussed today, and check to see that there is at least one vowel in each syllable. | | | | |
| prepay | disagree | workable | banker | avoidable |
| precook | disorder | washable | pointer | disjointed |
| prescreen | discharge | suitable | worker | disbanded |

(continued)

Multisyllabic Decoding (page 6 of 19)

Week 5: fore-, trans-, -ing, -en, -ed

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|--|---|--|---|
| <i>fore-</i> means before, or in front of. For example, the word <i>forearm</i> refers to the part of your arm in front of the elbow. | <i>trans-</i> means across or beyond. For example, the word <i>transport</i> means to carry across a distance. | <i>-ing</i> is an ending for verbs that you are using all the time. | <i>-en</i> means to make more. For example, the word <i>lighten</i> means to make lighter. | <i>trans-</i> means across or beyond. <i>-ing</i> is an ending for verbs. <i>-en</i> means to make more. <i>-ed</i> shows past tense and refers to something that happened in the past. |
| foresee | transplant | flossing | blacken | toughened |
| forelegs | transpose | praying | sharpen | transported |
| foresight | transform | laughing | moisten | strengthened |
| forefather | transcribe | playing | strengthen | foretelling |
| forewarn | transport | planting | frighten | loosening |
| forethought | transact | throwing | lengthen | lightened |
| foretell | transatlantic | barking | quicken | forewarned |
| forehead | transverse | blasting | toughen | transfixed |
| foremost | transmit | tracking | brighten | transplanted |
| forefinger | transpire | drawing | broaden | sharpening |
| Spelling Practice | | | | |
| Now that we practiced reading words with prefixes and suffixes, let's practice spelling them. Say the word to yourself, break it into syllables, and spell each one. Remember to think of the parts we discussed today, and check to see that there is at least one vowel in each syllable. | | | | |
| forefather | transport | blasting | toughen | strengthened |
| foremost | transform | tracking | brighten | transplanted |
| foresight | transact | praying | moisten | sharpening |

(continued)

Multisyllabic Decoding (page 7 of 19)

Week 6: *under-, after-, -some, -ment, pre-, -ful, re-, -ness*

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|---|--|---|---|
| <i>under-</i> means below or less than. For example, the word <i>underpaid</i> means being paid less than you deserve. <i>under-</i> is a two-syllable prefix. | <i>after-</i> means later than a specific event or point in time. For example, the word <i>afternoon</i> means the time after 12 P.M. <i>after-</i> is a two-syllable prefix. | <i>-some</i> changes a word into an adjective. You are using words with the suffix <i>-some</i> . For example, <i>handsome</i> means good looking or attractive. | <i>-ment</i> means an action or process. For example, the word <i>government</i> means the action of governing, ruling a state. | <i>pre-</i> means before. <i>-ful</i> means full of. <i>re-</i> means again. <i>under-</i> means below, less than. <i>-ness</i> means with and is in nouns. <i>-ment</i> means action or process. |
| underage | aftershave | lonesome | statement | understatement |
| underground | afterworld | handsome | placement | repayment |
| understate | afterlife | fearsome | movement | underimprovement |
| underpants | afterthought | wholesome | payment | pretreatment |
| underplay | aftertaste | tiresome | treatment | gleefulness |
| underarm | aftereffect | awesome | improvement | resettlement |
| underfed | afterglow | bothersome | shipment | gracefulness |
| underlie | afterward | gruesome | retirement | underpayment |
| undereat | aftershock | loathsome | advancement | prepayment |
| undermost | aftermath | meddlesome | agreement | blissfulness |
| Spelling Practice | | | | |
| Now that we practiced reading words with prefixes and suffixes, let's practice spelling them. Say the word to yourself, break it into syllables, and spell each one. Remember to think of the parts we discussed today, and check to see that there is at least one vowel in each syllable. | | | | |
| underfeed | afterschool | bothersome | shipment | gracefulness |
| understate | aftercare | tiresome | agreement | blissfulness |
| underground | aftermath | troublesome | treatment | understatement |

(continued)

Multisyllabic Decoding (page 8 of 19)

Week 7: Closed Syllables

Today we will work with words that have closed syllables. A syllable is called closed if the vowel is followed by one or more consonants. The word *stamp* is a closed syllable. So is the word *an*. If you find a closed syllable in a word, the vowel sound will be short. The challenge is to figure out where to divide the word. A strategy you can use is to place a dot underneath each vowel. Then decide how to divide. Remember: In a closed syllable, the vowel is followed by one or more consonants and its sound is short. So divide after the consonant. When you have double consonants, break the word between them. Blends are usually not divided and digraphs are never divided. Divide the syllables, decode them, and blend them. If your word doesn't sound right, divide it in a different way.

Practice Words (Sample Talk)

Here is my first word. I will mark the vowels. Now I will look for double consonants to help me to divide. I will divide between two consonants. I will now read each part and blend them. If the word sounds right, I have divided it correctly.

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--------|--------|----------|---------|--------|
| absent | muffin | conquest | contest | puffin |

Words

| | | | | |
|---------|---------|---------|----------|---------|
| met | ship | dash | fluff | plump |
| shed | loft | stump | brush | dusk |
| velvet | submit | lesson | contrast | attract |
| bottom | gadget | blanket | fabric | affix |
| pilgrim | dentist | suffix | fossil | attempt |
| trumpet | common | insect | gallop | wisdom |
| cactus | faster | hammer | glutton | nostril |
| custom | expel | puppet | cannon | husband |
| blossom | basket | until | canvas | collect |
| ribbon | compass | pallet | falcon | pumpkin |

Spelling Practice

Now that we practiced reading words with closed syllables, let's spell some words with the same patterns. Think of the vowel sound within each syllable when you spell it.

| | | | | |
|---------|---------|---------|----------|---------|
| bottom | compass | blanket | canvas | wisdom |
| velvet | common | puppet | fabric | husband |
| trumpet | gadget | insect | contrast | attract |

(continued)

Multisyllabic Decoding (page 9 of 19)

Week 8: Open and Closed Syllables

Today we will work with words that have open syllables. A syllable is called open if the vowel is not followed by one or more consonants. The word *he* is an open syllable. If you find an open syllable in a word, the vowel sound will be long. The challenge is to figure out where to divide the word. A strategy you can use is to place a dot underneath each single vowel. Then decide how to divide. Remember: In an open syllable, the vowel is not followed by one or more consonants and its sound is long. So divide after the vowel. Divide the syllables, decode them, and blend them. If your word doesn't sound right, divide it in a different way.

Practice Words (Sample Talk)

Here is my first word. I will mark the vowels. Now I will think if I should divide after the vowel or after the consonant. I will now read each part and blend them. If the word sounds right, I have divided it correctly.

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--------|---------|--------|--------|----------|
| ivy | navy | gravy | pupil | apron |
| Words | | | | |
| be | hi | fry | eject | she |
| unit | event | music | equal | frugal |
| cozy | fever | python | recent | puma |
| moment | hotel | pupil | bypass | bacon |
| nomad | focus | aphid | human | hyphen |
| rely | student | raven | pilot | blatant |
| retry | silent | lady | stupid | mucus |
| moment | depend | total | evil | vacant |
| baby | basic | robot | brutal | program |
| even | bonus | result | fatal | strident |

Spelling Practice

Now that we practiced reading words with open syllables, let's spell some words with the same patterns. Think of the vowel sound within each syllable when you spell it.

| | | | | |
|-------|--------|-------|--------|----------|
| nomad | bonus | music | evil | strident |
| unit | depend | robot | brutal | bacon |
| baby | focus | raven | recent | frugal |

(continued)

Multisyllabic Decoding (page 10 of 19)

Week 9: Closed, Open, and Vowel-Consonant-e Syllables

Today we will work with words that have closed syllables, open syllables, and vowel-consonant-e syllables. In a vowel-consonant-e syllable, there is a single vowel and a consonant followed by a final /e/ that indicates that the vowel is long. The word *fate* is a vowel-consonant-e syllable and so is the word *blame*. If you find a vowel-consonant-e syllable in a word, the vowel sound will be long. The challenge is to figure out where to divide the word. A strategy you can use is to place a dot underneath each vowel. Then decide how to divide. Remember: In a vowel-consonant-e syllable, the pattern you see is vowel-consonant-e. So when the vowel-consonant-e does not come at the end of a word, divide after the e. For each word, divide the syllables, decode each one, and blend them. If your word doesn't sound right, divide it in a different way.

Practice Words (Sample Talk)

Here is my first word. I will mark the vowels. Now I will look for the pattern vowel-consonant-e. I will now read each part and blend them. If the word sounds right, I have divided it correctly.

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---------|--------|---------|----------|--------|
| collide | revise | migrate | pavement | define |

Words

| | | | | |
|-----------|----------|----------|---------|----------|
| rake | space | frame | flute | brute |
| mistake | supreme | donate | pollute | stampede |
| estate | athlete | microbe | dictate | divide |
| ignite | humane | cascade | crusade | explode |
| conspire | reduce | chloride | refuge | precede |
| mandate | define | volume | deplete | inquire |
| compose | restate | concede | decade | expire |
| translate | rephrase | suffice | impede | debate |
| rotate | deduce | immune | extreme | acquire |
| divine | define | polite | before | impure |

Spelling Practice

We will practice spelling some words with closed, open, and vowel-consonant-e syllables. Think of the vowel sound for each syllable type when you spell it.

| | | | | |
|---------|---------|--------|---------|----------|
| compose | athlete | donate | refuge | stampede |
| ignite | supreme | volume | deplete | expire |
| estate | humane | immune | dictate | divide |

(continued)

Multisyllabic Decoding (page 11 of 19)

Week 10: *r*-Controlled Syllables

Today we will work with words that have closed syllables, open syllables, and *r*-controlled syllables. An *r*-controlled syllable has a vowel followed by an *r* that changes the vowel sound. The word *car* is *r*-controlled. So is the word *bear*. The challenge is to figure out where to divide the word. A strategy you can use is to place a dot underneath each vowel. Then decide how to divide. Remember: In a closed syllable the vowel will be short; in an open syllable, the vowel will be long; and in an *r*-controlled syllable, the vowel will not be long or short because of the *r*. Divide the syllables, decode each one, and blend them. If your word doesn't sound right, divide it in a different way.

Practice Words (Sample Talk)

Here is my first word. I will mark the vowels. I will then decide where to divide the word. I will now read each part and blend them. If the word sounds right, I have divided it correctly.

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--------------|---------|---------|----------|---------|
| barber | harvest | farmer | tamper | blubber |
| Words | | | | |
| far | sir | her | fur | or |
| garment | letter | sermon | butter | fever |
| circus | thermos | after | carbon | turnip |
| skirmish | sturdy | marshal | rattler | afford |
| parchment | dinner | further | garlic | current |
| carpet | perhaps | barley | person | worry |
| monster | perfect | burden | farther | minor |
| worker | marker | furnish | merchant | robber |
| server | confirm | burlap | suburb | alert |
| surplus | kernel | border | hermit | thirty |

Spelling Practice

Now that we practiced reading words with closed, open, and *r*-controlled syllables, let's spell some words with the same patterns. Think of the vowel sound within each syllable when you spell it.

| | | | | |
|---------|---------|---------|--------|--------|
| garment | perfect | further | hermit | afford |
| carpet | confirm | border | garlic | alert |
| monster | diner | sermon | carbon | turnip |

(continued)

Multisyllabic Decoding (page 12 of 19)

Week 11: Vowel Teams

Today we will work with words that have open, closed, *r*-controlled, and vowel team syllables. In a vowel team syllable, there are two vowels working together to make one sound. The word *main* has a vowel team and so does the word *clown*. Remember that *w* and *y* can work as vowels. A strategy you can use is to place a dot underneath each single vowel and an underline below a vowel team. Then decide how to divide. Remember in a closed syllable the vowel will be short. In an open syllable the vowel will be long, and in an *r*-controlled syllable the vowel will not be long or short because of the *r*. Divide the syllables, decode them, and blend them. If your word doesn't sound right, divide it in a different way.

Practice Words (Sample Talk)

Here is my first word. I will mark the vowels and underline the vowel teams. I will now read each part and blend them. If the word sounds right, I have divided it correctly.

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--|----------|-----------|-----------|-----------|
| seasons | contain | steamer | retrieve | healthy |
| Words | | | | |
| glow | float | fear | bear | pearl |
| maintain | fairway | faucet | compound | portrait |
| flounder | applaud | weather | roundup | instead |
| allow | boarder | harpoon | coastline | relief |
| crayon | mistook | preacher | enjoy | mushroom |
| ointment | county | feather | blackout | townsfolk |
| raccoon | autumn | daughter | tiptoe | beneath |
| approach | baboon | rooster | widow | repeat |
| complain | tattoo | slaughter | window | pillow |
| balloon | ready | jawbone | willow | freedom |
| meadow | feedback | seesaw | mildew | campaign |
| Spelling Practice | | | | |
| Now that we practiced reading words with closed, open, <i>r</i> -controlled, and vowel team syllables, let's spell some words with these patterns. Think of the vowel sound within each syllable when you spell. | | | | |
| balloon | tattoo | daughter | willow | feedback |

(continued)

Multisyllabic Decoding (page 13 of 19)

Week 12: Consonant-*le* Syllables

Today we will divide and read words that have a consonant-*le* syllable. The consonant-*le* syllable, as its name indicates, is a consonant followed by *le*. The consonant-*le* syllable type is at the end of words. The syllable before it can be any of the types we discussed. When you see a consonant-*le* syllable at the end of a word, always divide before it. Divide the syllables, decode each one, and blend them. If your word doesn't sound right, divide it in a different way.

Practice Words (Sample Talk)

Here is my first word. I will mark the vowels and underline the vowel teams. I will look for the consonant-*le* pattern and divide before it. Then I will look at the first part of the word and decide what type of syllable it is. I will now read each part and blend them. If the word sounds right, I have divided it correctly.

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--|---------|----------|---------|---------|
| candle | able | saddle | fable | cattle |
| Words | | | | |
| cripple | cable | double | eagle | noodle |
| grapple | noble | sprinkle | people | beetle |
| turtle | cycle | riddle | staple | beagle |
| crumble | maple | mumble | noodle | whistle |
| simple | title | idle | pickle | bridle |
| muscle | steeple | ample | freckle | riddle |
| ruffle | fable | rifle | poodle | giggle |
| drizzle | bugle | stifle | steeple | whittle |
| puzzle | marble | gargle | dawdle | dribble |
| jungle | sniffle | hurdle | wrinkle | mingle |
| Spelling Practice | | | | |
| Now that we practiced reading words with the different syllable types, we will spell them. Think of the vowel sound and pattern within each syllable when you spell. | | | | |
| jungle | noble | mumble | poodle | beagle |
| simple | title | riddle | eagle | dribble |
| candle | marble | sprinkle | people | whistle |

(continued)

Multisyllabic Decoding (page 14 of 19)

Week 13: -ed and -ing

We have worked with the suffixes *-ed* and *-ing*. We said that these suffixes appear always in verbs. Today we will work on some of the spelling patterns for these suffixes.

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|--|---|---|--|
| In a verb where the base word ends in a final <i>e</i> , we will add only <i>d</i> when creating the past tense. The <i>-ed</i> will make the sound /d/, /id/, or /t/ depending on the base word. | In a verb where the base word ends in final <i>e</i> , we will drop the <i>e</i> when adding <i>-ing</i> . | In a verb where the base word ends in a short vowel followed by a single consonant, we double the final consonant before adding <i>-ed</i> or <i>-ing</i> . | In a verb where the base word ends in a long vowel followed by a single consonant, we add <i>-ed</i> or <i>-ing</i> without changing the base word. | In the following words, either the base word ends in a final <i>e</i> and the <i>e</i> was dropped, the final consonant was doubled, or there was no change. Remember what we discussed during the week and identify the base word after reading the word. |
| used | hoping | nodding | moaned | riding |
| waved | writing | hopped | boasted | smiling |
| skated | closing | sniffed | meeting | tuning |
| traded | framing | planned | mailing | shouting |
| shaped | waving | swimming | cleaning | waited |
| glazed | skating | stopped | eating | seemed |
| based | making | rubbing | dreaming | voted |
| spiked | moving | permitted | preaching | fanning |
| grated | having | begging | greeting | flopping |
| cared | taking | dropped | snowing | slipped |

You may ask the students to spell some of the words after they practice reading them.

(continued)

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Week 14: Changing y to i or No Change

| We have worked with the suffixes <i>-ed</i> and <i>-ing</i> . We will examine the endings <i>-ies</i> and <i>-ied</i> as well as changes in words that end in <i>y</i> . We will work on some of the spelling patterns for these suffixes. | | | | |
|---|---|--|--|---|
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| In a verb that ends in a consonant plus <i>y</i> , we first change the <i>y</i> to <i>i</i> before adding <i>-ed</i> or <i>-es</i> . In a verb that ends in a vowel plus <i>y</i> , we do not need to change the <i>y</i> before adding <i>-s</i> or <i>-ed</i> . | In a singular word that ends in <i>y</i> , we add an <i>-s</i> to make it plural when there is a vowel before the <i>y</i> . If there is a consonant before the <i>y</i> , we drop the <i>y</i> and add <i>-ies</i> . | In a verb that ends in <i>y</i> , there is no change when adding <i>-ing</i> . | In a word that ends in a consonant followed by <i>y</i> , we change the <i>y</i> to <i>i</i> before adding a suffix. | Read the words and identify the root word and the changes that happened to <i>y</i> . |
| cried | days | crying | armies | delaying |
| applies | pennies | hurrying | fanciful | deliveries |
| occupied | juries | applying | variance | adversaries |
| supplies | monkeys | portraying | appliance | tendencies |
| conveys | abilities | studying | ordinarily | joyful |
| conveyed | buddies | terrifying | emptiness | accompanied |
| employed | families | qualifying | burial | thirstiness |
| qualifies | personalities | enjoying | dutiful | verified |
| replied | surveys | tidying | alliance | certified |
| horrified | delays | employing | ladies | petrifying |
| You may ask the students to spell some of the words after practicing reading them. | | | | |

(continued)

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Week 15: Combinations of Syllable Types

You know all the syllable types, and you know how to divide and read words with two syllables. Today we will divide and read words that have more than two syllables. The challenge is to determine where to divide the word. A strategy you can use is to place a dot underneath each vowel and an underline below a vowel team. Blends and vowel teams are usually not divided. Digraphs are never divided. Remember that the real test is to ask if the word you read sounds right. If it doesn't, divide it in a different way.

Practice Words (Sample Talk)

Here is my first word. I will mark the vowels and underline the vowel teams. I will now read each part and blend them. If the word sounds right, I have divided it correctly.

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--------------|-------------|--------------|--------------|--------------|
| prosecute | compromise | pantomime | personalize | instrument |
| Words | | | | |
| speculate | persistent | compressor | stimulate | example |
| porcupine | argument | assembly | validate | ignorant |
| turbulent | evacuate | dictator | advocate | assignment |
| recorder | scholastic | fabricate | increasing | neighborhood |
| understand | refinement | determined | announcement | domestic |
| department | mechanism | technical | compromise | attainment |
| hibernate | synchronize | congratulate | absolute | retirement |
| camcorder | departure | customer | eradicate | government |
| delightful | dissatisfy | progressing | insulate | storekeeper |
| laborer | professor | murderer | singular | quadruple |

Spelling Practice

Now that we practiced reading multisyllabic words, let's try to spell them. Say the word, break it into syllables, and try to spell each syllable. In the end, check to see if each syllable part is represented correctly.

| | | | | |
|-----------|------------|--------------|-----------|----------|
| porcupine | departure | customer | insulate | ignorant |
| camcorder | refinement | dictator | singular | domestic |
| hibernate | evacuate | congratulate | stimulate | example |

(continued)

Multisyllabic Decoding (page 17 of 19)

Week 16: Accent and Schwa Sound

Today we will work with the schwa sound. The schwa sound is the /uh/ sound and can be heard in the unaccented syllable of multisyllabic words. For example, in the word *about* the *a* makes the /uh/ sound. The first syllable is unaccented and it is pronounced with a schwa. We will read some multisyllabic words that have schwa syllables. Divide the words using what you know about the syllable types, decode each part, blend them, and decide if the word sounds right. Then pay attention to the unaccented syllable. Remember the schwa sound can be in any unaccented syllable regardless of the vowel letter you see.

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|--|--|---|---|
| - <i>al</i> is a suffix and in multisyllabic words makes the schwa sound. Words that end in <i>-al</i> can be nouns or adjectives. The word <i>signal</i> is a noun and the <i>-al</i> is unaccented. | <i>-ic</i> is a suffix, and it can be in words that are nouns and adjectives. The accent in these words is always before the ending <i>-ic</i> . | <i>-ant</i> and <i>-ance</i> are at the end of words. These endings have the schwa sound and are unaccented. | <i>-ive</i> is unaccented and makes the schwa sound as in <i>active</i> . | In three-syllable words, the open middle syllable is unaccented and it has the schwa sound. |
| Words | | | | |
| vital | horrific | tolerance | fugitive | pharmacy |
| general | terrific | attendance | captive | legacy |
| personal | athletic | defiant | narrative | tentacle |
| arrival | patriotic | abundant | relative | argument |
| global | pathetic | hesitant | massive | metaphor |
| internal | sarcastic | relevant | perceptive | singular |
| eternal | statistic | occupant | respective | innocent |
| nocturnal | angelic | reluctance | negative | alphabet |
| funeral | ceramic | compliance | sensitive | antelope |
| identical | electric | significance | massive | octopus |
| You may ask the students to spell some of the words after practicing reading them. | | | | |

(continued)

Multisyllabic Decoding (page 18 of 19)

Week 17: Accent in Two- and Three-Syllable Words

Today we will work with the two- and three-syllable words and examine their accent. In words with two syllables the accent usually is on the first syllable. Sometimes, though, the accent may be on the second syllable. Divide each syllable based on its type. Then pay attention to the accent. The syllable that is mostly stressed has the primary accent. The syllable that has a less strong accent has a secondary accent.

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|---|--|---|---|
| -it and -et are suffixes of multisyllabic words. They usually are pronounced as /it/. | -ate is a suffix and can have the /it/ or /et/ sound. | -ate is a suffix. It is pronounced /it/ when it is unaccented and the word is a noun or an adjective. It is pronounced with a long ā and has a secondary accent when the word is a verb. | -ine is an unaccented suffix and is pronounced /in/. In two-syllable words the accent is on the first syllable. | -ain is an unaccented suffix and is pronounced /in/. In two-syllable words the accent is on the first syllable. |
| Words | | | | |
| poet | accurate | estimate | feminine | chieftain |
| planet | adequate | illuminate | masculine | captain |
| quiet | literate | literate | doctrine | fountain |
| orbit | pirate | chocolate | engine | bargain |
| credit | fortunate | climate | famine | chaplain |
| audit | private | senate | examine | certain |
| limit | certificate | donate | imagine | porcelain |
| toilet | compassionate | ornate | medicine | villain |
| implicit | delicate | vaccinate | Madeline | mountain |
| closet | desperate | validate | determine | curtain |
| You may ask the students to spell some of the words after practicing reading them. | | | | |

(continued)

Multisyllabic Decoding (page 19 of 19)

Week 18: Accent in Two- and Three-Syllable Words

Today we will work with the two- and three-syllable words and examine their accent. In words with two syllables the accent is usually on the first syllable. Sometimes, though, the accent may be on the second syllable. Divide each syllable based on its type. Then pay attention to the accent. The syllable that is mostly stressed has the primary accent. The syllable that has a less strong accent has a secondary accent.

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|---|--|---|---|
| - <i>ine</i> can be also pronounced /en/. When it is pronounced /en/, the accent is on the second syllable for two-syllable words. For three-syllable words the first syllable has the primary accent and the last the secondary. | - <i>ice</i> is an unaccented suffix that is usually pronounced with a schwa sound and forms nouns. | - <i>tion</i> is an unaccented suffix that forms nouns. It is pronounced (shun). The syllable before - <i>tion</i> is always accented. | - <i>age</i> is an unaccented suffix. In words with more than one syllable it is pronounced /ij/. | - <i>ture</i> is an unaccented suffix. It is pronounced /chur/. - <i>sure</i> is also an unaccented suffix and it is pronounced /zhur/. |
| Words | | | | |
| chlorine | justice | ignition | cabbage | composure |
| vaccine | office | repetition | garbage | pleasure |
| sardine | crevice | election | savage | future |
| figurine | apprentice | starvation | advantage | puncture |
| Pauline | novice | quotation | language | gesture |
| routine | notice | frustration | cottage | literature |
| magazine | practice | commotion | voyage | departure |
| submarine | accomplice | rotation | wreckage | adventure |
| marine | cowardice | perfection | shortage | mixture |
| machine | service | position | bandage | fracture |

You may ask the students to spell some of the words after practicing reading them.

| ✓ | Guiding Questions |
|---|--|
| | Does the text connect to other texts or other parts of the curriculum? |
| | Is the text likely to be comprehensible given teacher support? |
| | Does the text have adequate content to foster comprehension development? |
| | Is the text likely to have wide appeal? |
| | Does the content of information texts relate to standards for social studies or science? |

FIGURE 7.4. Guiding questions for selecting texts.

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| | |
|-------------------|---|
| Integrated | <input type="checkbox"/> Instructional strategies used in Tier 1 instruction should be applied in the lessons planned for this group. <input type="checkbox"/> Ties to science and social studies standards can help connect differentiated instruction to meaningful goals. |
| Explicit | <input type="checkbox"/> The targets for this group are only vocabulary and comprehension. <input type="checkbox"/> Words are taught explicitly, and inferential comprehension is supported on a continuing basis through questioning. |
| Scaffolded | <input type="checkbox"/> Group size facilitates discussion, but a VAC group may be larger than other groups. <input type="checkbox"/> The teacher provides extended guided practice, with every student responding in a discussion. |
| Systematic | <input type="checkbox"/> The teacher has a plan for a series of lessons for the group that are guided by the structure of intact, natural trade books. |

FIGURE 7.6. Checklist for targeting vocabulary and comprehension.

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Sample Lessons for a Second-Grade VAC Group

Biography: Scientists

Lesson 1

Marie Curie, by Lisa Wade McCormick (pp. 3–11)

| Before Reading | | |
|---|--|--|
| Introduce author and first book | Today we'll start a new book about Marie Curie, a famous scientist. It was written by Lisa Wade McCormick. This book is a biography. A biography tells about the life of an important person. | Let's look at the word <i>biography</i> . It has two parts. The first part is <i>bio</i> , which means life. The second part is <i>graph</i> , which means writing. So <i>biography</i> means writing about a person's life. |
| | | bio + graphy |
| Preview technical vocabulary | Two countries are mentioned in the first part of the book. Let's find them on our map of Europe. One is Poland, where Marie was born, and the other is France, where she went to school. | |
| Describe text structure | Biographies tell about a person's life in time order. So as we start this book, we can expect to learn something about Marie's childhood. | |
| Suggest a focus for reading | Today I would like you to read through page 11. The first part of the book tells about Marie's early life, where she grew up, where she went to school, and how she met her husband. Read to find out as much as you can about her early life. | |
| During Reading | | |
| | [Monitor as children read.] | |
| After Reading | | |
| Review text structure and lead inferential discussion | Remember that a biography starts with a famous person's early life. What did you learn about Marie's life that you found interesting? | |

Note: Additional books could be added from this Scholastic Rookie Biographies series.

Lesson 2

Marie Curie, by Lisa Wade McCormick (pp. 12–19)

| Before Reading | |
|------------------------------|--|
| Review book | Yesterday we read about the early life of Marie Curie. Who remembers where she was born? And where did she go to school? Now she is ready to become a scientist, and we will find out what she discovered. |
| Preview technical vocabulary | Today we will learn some new words. One of them is <i>atom</i> . An <i>atom</i> is a very small part of matter. Everything is made up of atoms. An element is something that is made up of only one kind of atom. Marie discovered two new elements. |

(continued)

Sample Lessons for a Second-Grade VAC Group (page 2 of 4)

| | | |
|---|--|----------|
| Describe text structure | Remember that a biography tells about a person's life in time order. Today we will move ahead in time from Marie's early life to the time she was a young scientist. | |
| Suggest a focus for reading | Read through page 19 and see what you can learn about the two elements that Marie discovered. | |
| During Reading | | |
| | [Monitor as children read.] | |
| After Reading | | |
| Review text structure and lead inferential discussion | What are the two elements that Marie discovered? She also studied another element that was already known. What was it? Let's make a chart. What do you remember about the three elements? Why did Marie get to name the new elements? What sad thing happened to Marie during this time? | polonium |
| | | radium |
| | | uranium |

Lesson 3
Marie Curie, by Lisa Wade McCormick (pp. 20–31)

| | |
|---|--|
| Before Reading | |
| Review book | Today we will finish our biography of Marie Curie. So far, we have learned about her early years and about some of her great discoveries. Let's review the three elements that she studied. [Review chart.] |
| Preview technical vocabulary | Today we will learn how Marie won two Nobel Prizes. The Nobel Prize is awarded every year to a scientist who makes a great discovery. It was named for Alfred Nobel, the man who invented dynamite. |
| Describe text structure | This is the last part of the biography. Remember that a biography is in time order, so we can expect to learn about Marie's later life, after she became famous. |
| Suggest a focus for reading | As you finish the book, read to find out why Marie is so important. Also, see what you can learn about her daughter. |
| During Reading | |
| | [Monitor as children read.] |
| After Reading | |
| Review text structure and lead inferential discussion | Were you surprised to learn of Marie's death in this part of the biography? What did you learn about her daughter? Look at the picture on page 20. Do you notice anything unusual about it? [All are men except her.] Help me summarize why Marie is an important scientist. |

Lesson 4
Alexander Graham Bell, by Wil Mara (pp. 3–13)

| | |
|---------------------------------|--|
| Before Reading | |
| Introduce author and first book | Today we'll start a new book about Alexander Graham Bell, the man who invented the telephone. It was written by Wil Mara. This book is another biography. Remember that a biography tells about the life of an important person. |

(continued)

Sample Lessons for a Second-Grade VAC Group (page 3 of 4)

| | | |
|---|--|------------------------|
| Preview technical vocabulary | We'll learn that Alexander Graham Bell was from Scotland. Let's find it on our map of Europe. It's a long way from Poland, where Marie Curie was born. | |
| | Before you read, let's compare two important words. The first word is <i>telephone</i> . <i>Tele</i> means far, and <i>phone</i> means sound. That makes sense, doesn't it? The telephone helps us hear sounds from far away. Before the telephone there was the telegraph. Remember that <i>graph</i> means . . . writing. The telegraph helps us send written messages over a long distance. | telephone telegraph |
| Describe text structure | Remember that biographies tell about a person's life in time order. So as we start this book, we can expect to learn something about Alexander's childhood. | |
| Suggest a focus for reading | Today I would like you to read through page 13. See if you can learn why Alexander was so interested in sound. | |
| During Reading | | |
| | [Monitor as children read.] | |
| After Reading | | |
| Review text structure and lead inferential discussion | Remember that a biography starts with a famous person's early life. What did you learn about Alexander's life that you found interesting? Why was he so interested in sound? | |

Lesson 5

Alexander Graham Bell, by Wil Mara (pp. 14–21)

| | | |
|---|--|--|
| Before Reading | | |
| Review book | Today we will continue our biography of Alexander Graham Bell. So far, we have learned about his early years in Scotland and how he was interested in helping deaf people. | |
| Preview technical vocabulary | Today we will learn about his partner, Thomas Watson. Two cities will be important in today's reading. They are New York and Chicago. Let's find them on the map. They are more than a thousand miles apart. | |
| Describe text structure | This is the next part of the biography. Remember that a biography is in time order, so we can expect to learn about Alexander's life as a young man, just as he became famous. | |
| Suggest a focus for reading | As you read, see what you can find out about the very first phone call. Also, find out why Chicago and New York are important in the invention of the telephone. | |
| During Reading | | |
| | [Monitor as children read.] | |
| After Reading | | |
| Review text structure and lead inferential discussion | What was unusual about the very first phone call? Why did people think the telephone was a trick? Why were Chicago and New York important? | |

(continued)

Sample Lessons for a Second-Grade VAC Group *(page 4 of 4)*

Lesson 6

Alexander Graham Bell, by Wil Mara (pp. 22–29)

| Before Reading | |
|---|---|
| Review book | Today we will finish our biography of Alexander Graham Bell. Help me summarize it so far. |
| Preview technical vocabulary | One thing you will read about today is how Alexander Graham Bell helped to form a society. [Write the word <i>society</i> on chart paper or a whiteboard.] A <i>society</i> is a group of people who are interested in the same thing. We will find out what Alexander Graham Bell and his society were interested in. |
| Describe text structure | This is the last part of the biography. Remember that a biography is in time order, so we can expect to learn about Alexander's later life, after he invented the telephone. |
| Suggest a focus for reading | See what you can learn about what Alexander did in his later life, after he invented the telephone. |
| During Reading | |
| | [Monitor as children read.] |
| After Reading | |
| Review text structure and lead inferential discussion | <p>Were you surprised that Alexander went back to working with deaf people? [Note: The book doesn't say, but Bell's wife was deaf.] Look at the picture on page 24. Is there anything surprising about it? [Prompt a comparison between this picture and the group picture of Marie Curie. Stress how the dominance of men in the scientific world has changed.] What society did Alexander Graham Bell help start?</p> <p>Do you think you'd like to join the National Geographic Society? [Consider a quick visit to the website www.nationalgeographic.com.]</p> |

Sample Lessons for a Third-Grade VAC Group

Author Study: William Steig

Lesson 1

Shrek! (2001), Part 1 (through the page where Shrek heats his dinner)

| Before Reading | |
|---|---|
| Introduce author and first book | <p>Today we are going to begin reading some books by William Steig. William Steig was a famous artist, who wrote many books for children. He wrote the words <i>and</i> he also illustrated his books. Most of William Steig's books are fantasy. A fantasy is a piece of fiction that has at least one part that is impossible. It could involve magic or science that isn't possible. Other than that, fantasy has the characteristics that you know: a setting, characters, a problem, a series of events that stem from the problem, and a solution. Great fantasy also has a theme—a deep message or lesson that goes beyond the story.</p> <p>Our first book is <i>Shrek</i>. You may already know something about the kind monster named Shrek, but it will be interesting to read the original story.</p> |
| Describe text structure | Here is a story map that you can use as you read <i>Shrek</i> . This book tells a story by describing one event after another, but William Steig begins by telling us about Shrek and his parents. A story map can help us understand how the story is written. |
| Suggest a focus for reading | As you read the first part of this book, use your story map to make sure that your understanding is on target. You can use the map to take notes. [Distribute a blank story map.] You'll need to save some room because we'll read some more of this book tomorrow. Today read through this page. [Have each child turn to the page showing Shrek heating his dinner.] Now begin reading. If you have trouble with a word, try to figure out what it means from the way it is used in the sentence. |
| During Reading | |
| | [Monitor as children read.] |
| After Reading | |
| Review text structure and lead inferential discussion | [Return to the story map.] Let's look at our story maps. They can help us summarize what has happened so far. [Ask questions that take the children through the map.] Tomorrow we'll start at this point. Show me one finger if you think that Shrek will go back home and two fingers if you think he'll continue on his journey. Tomorrow we'll find out. [Collect the story maps.] |
| Teach Tier 2 words | Now let's look at some new words. Turn to this page. [Indicate the first page.] Our first word is <i>instantly</i> . What word? <i>Instantly</i> means right away. "A snake dumb enough to bite him <i>instantly</i> got convulsions and died." What would I want you to do if I asked you to come here instantly? <i>Instantly</i> means right away. The second word is <i>specialized</i> . What word? <i>Specialize</i> means to learn just one thing until you are an expert. [Indicate the page with the witches.] "The witch <i>specialized</i> in horrors." A doctor might specialize in one part of the body, like the brain or the skin. <i>Specialize</i> means to learn just one thing until you are an expert. |

(continued)

Sample Lessons for a Third-Grade VAC Group (page 2 of 10)

Lesson 2

Shrek!, Part 2 (through the page with the dragon)

| Before Reading | |
|---|--|
| Review book to this point | Today we are going to read the next part of <i>Shrek</i> , by William Steig. Remember that this book is a fantasy. A fantasy is a piece of fiction that has at least one part that is impossible. Who can tell me some impossible things about <i>Shrek</i> ? |
| Suggest a focus for reading | Here are your story maps. As you read some more, be sure to jot down the events of the story. Also, remember that yesterday we predicted whether Shrek would continue or turn back. Read to see if you were right. Today read through this page. [Have each child turn to the page showing the dragon.] Now begin reading. If you have trouble with a word, try to figure out what it means from the way it is used in the sentence. |
| During Reading | |
| | [Monitor as children read.] |
| After Reading | |
| Review text structure and lead inferential discussion | [Return to the story map.] Let's look at our story maps. They can help us summarize what has happened so far. [Ask questions that take the children through the map.] Tomorrow we'll start at this point. [Collect the story maps.] |
| Teach Tier 2 words | Now let's look at some new words. Turn to this page. [Indicate the page where Shrek eats lightning.] Our first word is <i>disgusting</i> . What word? <i>Disgusting</i> means bad mannered or gross. "Did you ever see somebody so <i>disgusting</i> ?" Can you think of something disgusting? I think picking your nose is disgusting. <i>Disgusting</i> means bad mannered or gross. The second word is <i>separate</i> . What word? <i>Separate</i> means to put things into different places. [Indicate the page with the dragon.] "The irascible dragon was preparing to <i>separate</i> Shrek from his noggin." I might separate the change in my purse into pennies, nickels, dimes, and quarters. <i>Separate</i> means to put things into different places. |

Lesson 3

Shrek!, Part 3 (through the page showing the knight with his sword raised)

| Before Reading | |
|-----------------------------|--|
| Review book to this point | Today we are going to read the next part of <i>Shrek</i> , by William Steig. Remember that this book is a fantasy. A fantasy is a piece of fiction that has at least one part that is impossible. Who can tell me some more impossible things about <i>Shrek</i> ? |
| Suggest a focus for reading | Here are your story maps. As you read some more, be sure to jot down the events of the story. |
| During Reading | |
| | [Monitor as children read.] |

(continued)

Sample Lessons for a Third-Grade VAC Group (page 3 of 10)

| After Reading | |
|---|--|
| Review text structure and lead inferential discussion | [Return to the story map.] Let's look at our story maps. They can help us summarize what has happened so far. [Ask questions that take the children through the map.] Tomorrow we'll start at this point. [Collect the story maps.] |
| Teach Tier 2 words | Now let's look at some new words. Turn to this page. [Indicate the first page with the donkey.] Our first word is <i>wandered</i> . What word? To <i>wander</i> means to travel without any place to go. "Shrek <i>wandered</i> on." Do you think it might be fun to just wander? To <i>wander</i> means to travel without any place to go. The second word is <i>shrieked</i> . What word? <i>Shriek</i> means to cry out loudly. [Indicate the second page with the donkey.] "Shrek <i>shrieked</i> ." A person might shriek if he or she sees a mouse. <i>Shriek</i> means to cry out loudly. |

Lesson 4
Shrek!, Part 4 (through the end of the book)

| Before Reading | |
|---|---|
| Review book to this point | Today we are going to finish <i>Shrek</i> , by William Steig. First, let's review what's happened so far. We'll do this very quickly, just to sum up. I'll tell one event and you tell what happened next. First, Shrek's parents made him leave home. What happened next? [Continue in this way, allowing the children to look back through their copies.] |
| Suggest a focus for reading | Here are your story maps. As you read the rest of the book, be sure to jot down the events of the story. You will also find out how the story turns out. This story has a surprise ending, which means it's very hard to predict what happened. Would anyone like to guess? |
| During Reading | |
| | [Monitor as children read.] |
| After Reading | |
| Review text structure and lead inferential discussion | [Return to the story map.] Let's look at our story maps. They can help us summarize what has happened in the last part of the story. [Ask questions that take the children through the map.] Now, what about the ending? Did you like it? Were you surprised? Would you have ended it differently? |
| Teach Tier 2 words | Now let's look at some of the new words. Turn to this page. [Indicate the first page with mirrors.] Our first word is <i>hideous</i> . What word? <i>Hideous</i> means very ugly. "All around him were hundreds of <i>hideous</i> creatures." Can you think of an animal that looks hideous? <i>Hideous</i> means very ugly. The second word is <i>appalled</i> . What word? <i>Appalled</i> means shocked or surprised at something very bad. [Indicate the same page.] "He was so <i>appalled</i> he could barely manage to spit a bit of flame." You might be appalled if someone said something unkind. <i>Appalled</i> means shocked or surprised at something very bad. |

(continued)

Sample Lessons for a Third-Grade VAC Group (page 4 of 10)

Lesson 5

Doctor De Soto (1992), Part 1 (through the page where Doctor De Soto washes his hands)

| Before Reading | |
|---|--|
| Introduce second book | Today we are going to begin our second book by William Steig. It is called <i>Doctor De Soto</i> . Remember that William Steig wrote <i>and</i> illustrated his books. Like <i>Shrek!</i> , <i>Doctor De Soto</i> is a fantasy. A fantasy is a piece of fiction that has at least one part that is impossible. Doctor De Soto was a mouse who was a dentist. As you can see from his picture, he was very sure of himself. [Have children examine the cover.] I think you'll agree that it is impossible for a mouse to be a dentist, but we can have fun imagining that it's true. |
| Describe text structure | Here is a story map that you can use as you read <i>Doctor De Soto</i> . Just like <i>Shrek</i> , this book tells a story by describing one event after another, but first we learn how Doctor De Soto works as a dentist. Then we will find out about an important problem he has to solve. A story map can help us understand how the story is written. |
| Suggest a focus for reading | As you read the first part of this book, use your story map to make sure that your understanding is on target. You can use the map to take notes. [Distribute a blank story map.] You'll need to save some room because we'll read some more of this book tomorrow. Today read through this page. [Have each child turn to the page showing Doctor De Soto washing his hands.] Now begin reading. If you have trouble with a word, try to figure out what it means from the way it is used in the sentence. |
| During Reading | |
| | [Monitor as children read.] |
| After Reading | |
| Review text structure and lead inferential discussion | [Return to the story map.] Let's look at our story maps. How did Doctor De Soto treat large animals? Which animals do the pictures show him treating? Why does Doctor De Soto tell the fox he can't treat him? Is a fox really dangerous? Why does Doctor De Soto decide to let the fox in? Tomorrow we'll start at this point. You can see the problem he faces. He wants to help the poor fox but he doesn't want to be eaten. It looks like he has decided to treat the fox, but he might change his mind. We can use what we already know to make a prediction as we read. We might be wrong, but we can try. Show me one finger if you think that Doctor De Soto will really go ahead and treat the fox, or show me two fingers if you think he'll change his mind. Tell me why you think so. [Discuss reasons.] Tomorrow we'll find out. [Collect the story maps.] |
| Teach Tier 2 words | Now let's look at some new words. Turn to this page. [Indicate the first page.] Our first word is <i>regular</i> . What word? <i>Regular</i> means usual or what happens most of the time. "Those close to his own size—moles, chipmunks, et cetera—sat in the <i>regular</i> dentist's chair." Most people put regular gas in their cars. <i>Regular</i> means usual or what happens most of the time. The second word is <i>assistant</i> . What word? An <i>assistant</i> is a helper. [Indicate the second page.] "Doctor De Soto was hoisted up to the patient's mouth by his <i>assistant</i> ." Sometimes I ask one of my students to be my assistant. An <i>assistant</i> is a helper. |

(continued)

Sample Lessons for a Third-Grade VAC Group (page 5 of 10)

Lesson 6

Doctor De Soto, Part 2 (through the page where Doctor De Soto is lying in bed)

| Before Reading | |
|---|---|
| Review book to this point | Today we are going to continue reading <i>Doctor De Soto</i> , by William Steig. First, let's review what's happened so far. We'll do this very quickly, just to sum up. I'll tell one event and you tell what happened next. First, a fox came with a toothache. What happened next? [Continue in this way, allowing the children to look back through their copies.] |
| Suggest a focus for reading | Here are your story maps. As you read the next part of the book, be sure to jot down the events of the story. Today you will find out whether Doctor De Soto decides to help the fox. It would be very dangerous for him to do that. Read to see if your prediction was right. You will also learn that Doctor De Soto has a new problem. Read to find out what it is. |
| During Reading | |
| | [Monitor as children read.] |
| After Reading | |
| Review text structure and lead inferential discussion | [Return to the story map.] Let's look at our story maps. They can help us summarize what has happened so far. [Ask questions that take the children through the map.] Now, how many of you were surprised that Doctor De Soto decided to help the fox? What is the new problem he faces? What advice would you give him? Can you guess what his plan might be? Tomorrow we'll find out. [Collect the story maps.] |
| Teach Tier 2 words | Now let's look at some new words. Turn to this page. [Indicate the page where Doctor De Soto steps into the fox's mouth.] Our first word is <i>announce</i> . What word? <i>Announce</i> means to tell people something important. "‘This tooth will have to come out,’ Doctor De Soto <i>announced</i> ." Every day here in school someone announces something on the intercom. <i>Announce</i> means to tell people something important. The second word is <i>misery</i> . What word? <i>Misery</i> means feeling great pain. [Indicate the next page.] "Despite his <i>misery</i> , he realized he had a tasty little morsel in his mouth." If you hurt yourself badly, you would be in misery for a while. <i>Misery</i> means feeling great pain. |

Lesson 7

Doctor De Soto, Part 3 (through the end of the book)

| Before Reading | |
|-----------------------------|---|
| Review book to this point | Today we are going to finish reading <i>Doctor De Soto</i> , by William Steig. First, let's review what happened last time. We'll do this very quickly, just to sum up. I'll tell one event and you tell what happened next. I remember that Doctor De Soto climbed up a ladder and looked in the fox's mouth. What happened next? [Continue in this way, allowing the children to look back through their copies.] |
| Suggest a focus for reading | Here are your story maps. As you read the last part of the book, be sure to jot down the rest of the events in the story. Today you will find out what Doctor De Soto's plan was and you will see if it works. Read to find out if the plan works. |

(continued)

Sample Lessons for a Third-Grade VAC Group (page 6 of 10)

| During Reading | |
|---|--|
| | [Monitor as children read.] |
| After Reading | |
| Review text structure and lead inferential discussion | [Return to the story map.] Let's look at our story maps. They can help us summarize what has happened so far. [Ask questions that take the children through the map.] Now, who can tell me about Doctor De Soto's plan? Did you like the ending? Were you surprised? Would you have ended the book differently? |
| Teach Tier 2 words | Now let's look at some new words. Turn to this page. [Indicate the page where the fox tips his cap.] Our first word is <i>promptly</i> . What word? <i>Promptly</i> means right on time. "The next morning, <i>promptly</i> at eleven, a very cheerful fox turned up." I love it when my students arrive promptly each morning. <i>Promptly</i> means right on time. The second word is <i>lug</i> . What word? <i>Lug</i> means to carry something heavy. [Indicate the next page.] "His wife was <i>lugging</i> the heavy tooth up the ladder." Sometimes I have to lug lots of things from my car. <i>Lug</i> means to carry something heavy. |

Lesson 8

Amos and Boris (1977), Part 1 (through the page beginning, "And there he was.")

| Before Reading | |
|-----------------------------|---|
| Introduce third book | Today we are going to begin our third book by William Steig. It is called <i>Amos and Boris</i> . Remember that William Steig wrote the words <i>and</i> drew the pictures for his books. Like <i>Shrek!</i> and <i>Doctor De Soto</i> , <i>Amos and Boris</i> is a fantasy. A fantasy is a piece of fiction that has at least one part that is impossible. Like Doctor De Soto, Amos was a mouse, but he was not a dentist. As you can see from the picture on the cover, he sailed in a boat. [Have children examine the cover.] I think you'll agree that it is impossible for a mouse to be a sailor, and that is just one of the impossible things that make this story a fantasy. For example, we will learn that Amos not only sailed in a boat, but that he built the boat himself. |
| Describe text structure | Here is a story map that you can use as you read <i>Amos and Boris</i> . Just like <i>Shrek!</i> and <i>Doctor De Soto</i> , this book tells a story by describing one event after another, but first we find out why Amos wanted to sail away. Then we will find out how he built his boat. A story map can help us understand how the story is written. |
| Suggest a focus for reading | As you read the first part of this book, use your story map to make sure that you understand. Remember to use the map to take notes. [Distribute a blank story map.] You'll need to save some room because we'll read some more of this book tomorrow. Today read through this page. [Have each child turn to the page beginning, "And there he was."] Now begin reading. If you have trouble with a word, try to figure out what it means from the way it is used in the sentence. |
| During Reading | |
| | [Monitor as children read.] |

(continued)

Sample Lessons for a Third-Grade VAC Group (page 7 of 10)

| After Reading | |
|---|--|
| Review text structure and lead inferential discussion | [Return to the story map.] Let's look at our story maps. Why did Amos want to sail away? What are some of the things he took with him on his boat? Would you have taken these same things? How did Amos leave his boat? Tomorrow we'll start at this point. You can see the problem he faces. He is swimming alone in the middle of the ocean. It looks like he may drown. We can use what we already know to make a prediction as we read. We might be wrong, but we can try. Put your fist on your chest. When I say "Go," show me one finger if you think that Amos will drown. Show me two fingers if you think he will be rescued, or show me three fingers if you think he'll make it to shore by himself. Tell me why you think so. [Discuss reasons.] Tomorrow we'll find out. [Collect the story maps.] |
| Teach Tier 2 words | Now let's look at some new words. Turn to this page. [Indicate the third page.] Our first word is <i>mend</i> . What word? <i>Mend</i> means to fix something by sewing it. "A needle and thread for the <i>mending</i> of torn sails." I mend my clothes when a button comes off. <i>Mend</i> means to fix something by sewing it. The second word is <i>immense</i> . What word? <i>Immense</i> means very big or very much. [Indicate the page where Amos is atop a wave.] "He was enjoying his trip <i>immensely</i> ." That's really an immense wave too, isn't it? <i>Immense</i> means very big or very much. |

Lesson 9

Amos and Boris, Part 2 (through the page beginning, "They became the closest possible friends.")

| Before Reading | |
|---|---|
| Review book to this point | Today we are going to read the next part of <i>Amos and Boris</i> , by William Steig. Remember that this book is a fantasy. A fantasy is a piece of fiction that has at least one part that is impossible. Who can remind us of some of the impossible things about this book? |
| Suggest a focus for reading | Here are your story maps. As you read some more, be sure to jot down the events of the story. Remember your predictions from last time. Let's read to see who was right. Today read through this page. [Have each child turn to the page beginning, "They became the closest possible friends."] Now begin reading. If you have trouble with a word, try to figure out what it means from the way it is used in the sentence. |
| During Reading | |
| | [Monitor as children read.] |
| After Reading | |
| Review text structure and lead inferential discussion | [Return to the story map.] Let's look at our story maps. They can help us summarize what has happened so far. [Ask questions that take the children through the map.] Tomorrow we'll start at this point. [Collect the story maps.] |
| Teach Tier 2 words | Now let's look at some new words. Turn to this page. [Indicate the page where the whale first appears.] Our first word is <i>dreadful</i> . What word? <i>Dreadful</i> refers to something you do not like. "As he was asking himself these <i>dreadful</i> questions." I think that traffic can sometimes be <i>dreadful</i> . <i>Dreadful</i> refers to something you do not like. The second word is <i>attend</i> . What word? <i>Attend</i> means to come to a place where others are meeting. [Indicate the next page.] "To <i>attend</i> a meeting of whales from all the seven seas." I'm so happy that all of you decided to attend school today. <i>Attend</i> means to come to a place where others are meeting. |

(continued)

Sample Lessons for a Third-Grade VAC Group (page 8 of 10)

Lesson 10

Amos and Boris, Part 3 (through the end of the book)

| Before Reading | |
|---|--|
| Review book to this point | Today we are going to read the rest of <i>Amos and Boris</i> , by William Steig. Remember that this book is a fantasy. A fantasy is a piece of fiction that has at least one part that is impossible. A mouse and a whale cannot really talk, or build boats, or be friends. Those things are fun for us to think about, but they're also impossible. |
| Suggest a focus for reading | Here are your story maps. As you read to the end, be sure to jot down the final events of the story. Remember that Boris helped Amos when he was in trouble. Now it is Amos's turn to help Boris. Do you think a mouse can really help a whale? Maybe not in real life, but remember that this is a fantasy. Anything can happen. Now begin reading to find out how Amos saves Boris's life. If you have trouble with a word, try to figure out what it means from the way it is used in the sentence. |
| During Reading | |
| | [Monitor as children read.] |
| After Reading | |
| Review text structure and lead inferential discussion | [Return to the story map.] Let's look at our story maps. They can help us summarize what has happened in the whole story. [Ask questions that take the children through the map.] How did Amos help Boris? Why was Amos sad? |
| Teach Tier 2 words | Now let's look at some new words. Turn to this page. [Indicate the page where the whale is on the beach.] Our first word is <i>desperate</i> . What word? <i>Desperate</i> means needing help right away. "Boris was lying high and dry on the sand, losing his moisture in the hot sun and needing <i>desperately</i> to be put back in the water." A person who is in trouble might be desperate for help. <i>Desperate</i> means needing help right away. The second word is <i>pity</i> . What word? <i>Pity</i> means feeling sorry for someone. [Indicate the next page.] "Amos gazed at Boris in an agony of <i>pity</i> ." I think we would pity someone if something bad happened to him or her. <i>Pity</i> means feeling sorry for someone. |

Lesson 11

Brave Irene (1986), Part 1 (through the page beginning, "When she reached Apple Road . . .")

| Before Reading | |
|-------------------------|---|
| Introduce fourth book | Today we are going to begin our fourth book by William Steig. It is called <i>Brave Irene</i> . Remember that William Steig wrote the words <i>and</i> drew the pictures for his books. But this book is not like <i>Shrek</i> , or <i>Doctor De Soto</i> , or <i>Amos and Boris</i> . <i>Brave Irene</i> isn't really a fantasy. A fantasy is a piece of fiction that has at least one part that is impossible. In <i>Brave Irene</i> , all of the events could happen. In this book, a dressmaker's daughter, named Irene, wants to take a new dress to a very rich woman. She is a duchess, which is almost like a queen. It will be a hard trip because it's snowing. Now that doesn't sound impossible, does it? |
| Describe text structure | Here is a story map that you can use as you read <i>Brave Irene</i> . Just like the other three books, this one tells a story by describing one event after another, but first we meet Irene and her mother. A story map can help us understand how the story is written. |

(continued)

Sample Lessons for a Third-Grade VAC Group (page 9 of 10)

| | |
|---|--|
| Suggest a focus for reading | As you read the first part of this book, use your story map to make sure that you understand. Remember to use the map to take notes. [Distribute a blank story map.] You'll need to save some room because we'll read some more of this book tomorrow. Today read through this page. [Have each child turn to the page beginning, "When she reached Apple Road . . ."] See if you can find out why Irene decides to go out alone in a snow storm. You will learn how hard it was to walk through that storm. Now begin reading. If you have trouble with a word, try to figure out what it means from the way it is used in the sentence. |
| During Reading | |
| | [Monitor as children read.] |
| After Reading | |
| Review text structure and lead inferential discussion | [Return to the story map.] Let's look at our story maps. Why did Irene decide to go out in the storm? Why was it so hard to travel through the storm? Tomorrow we'll start at this point. You can see the problem Irene faces. It is dangerous to go on. What do you predict she will do? Will she turn back or keep going? Can you get a hint from the title of the book? Remember, we can use what we already know to make a prediction as we read. We might be wrong, but we can try. Put your fist on your chest. When I say "Go," show me one finger if you think that Irene will turn back. Show me two fingers if you think she will keep going, or show me three fingers if you think something different will happen. Tell me why you think so. [Discuss reasons.] Tomorrow we'll find out. [Collect the story maps.] |
| Teach Tier 2 words | Now let's look at some new words. Turn to this page. [Indicate the first page.] Our first word is <i>manage</i> . What word? <i>Manage</i> means to do something very hard. "Mrs. Bobbin, the dressmaker, was tired and had a bad headache, but she still <i>managed</i> to sew the last stitches in the gown she was making." I know that each of you can manage to learn something new even if you have to work hard. <i>Manage</i> means to do something very hard. The second word is <i>splendid</i> . What word? <i>Splendid</i> means wonderful. [Indicate the third page.] "With great care, Irene took the <i>splendid</i> gown down from the dummy and packed it in a big box." I think it would be splendid if we could read more books by William Steig. <i>Splendid</i> means wonderful. |

Lesson 12

Brave Irene, Part 2 (through the page beginning, "Irene pushed forward . . .")

| | |
|-----------------------------|--|
| Before Reading | |
| Review book to this point | Today we are going to read the next part of <i>Brave Irene</i> , by William Steig. Remember that this book really isn't a fantasy. The events it tells might really have taken place. Who can remind us of what's happened so far? |
| Suggest a focus for reading | Here are your story maps. As you read some more, be sure to jot down the events of the story. Remember your predictions from last time. Let's read to see who was right. Will Irene turn back or keep going? Today read through this page. [Have each child turn to the page beginning, "Irene pushed forward . . ."] Now begin reading. If you have trouble with a word, try to figure out what it means from the way it is used in the sentence. |
| During Reading | |
| | [Monitor as children read.] |

(continued)

Sample Lessons for a Third-Grade VAC Group (page 10 of 10)

| After Reading | |
|---|---|
| Review text structure and lead inferential discussion | [Return to the story map.] Let's look at our story maps. They can help us summarize what has happened so far. [Ask questions that take the children through the map.] Irene is in real trouble now. She's almost buried in the snow. Will she be all right? Tomorrow we'll start at this point and find out. [Collect the story maps.] |
| Teach Tier 2 words | Now let's look at some new words. Turn to this page. [Indicate the page with the stump.] Our first word is <i>plod</i> . What word? <i>Plod</i> means to walk when you are very tired. "She went <i>plodding</i> on." If we walk two miles we might start out quickly, but I think we'd be plodding by the end. <i>Plod</i> means to walk when you are very tired. The second word is <i>clutch</i> . What word? <i>Clutch</i> means to hold something tightly. [Indicate the next page.] "She shoved her way through it, <i>clutching</i> the empty box." When I'm in a crowd, I always make sure to clutch my purse. <i>Clutch</i> means to hold something tightly. |

Lesson 13

Brave Irene, Part 3 (through the end of the book)

| Before Reading | |
|---|---|
| Review book to this point | Today we are going to read the rest of <i>Brave Irene</i> , by William Steig. Remember that this book is not a fantasy. The events might really have happened. Who can tell me where we left off? |
| Suggest a focus for reading | Here are your story maps. As you read to the end, be sure to jot down the final events of the story. Remember that Irene was in big trouble. She was trying to reach the duchess but is nearly buried in snow. Now begin reading to find out how she escapes the snow and reaches the duchess. If you have trouble with a word, try to figure out what it means from the way it is used in the sentence. |
| During Reading | |
| | [Monitor as children read.] |
| After Reading | |
| Review text structure and lead inferential discussion | [Return to the story map.] Let's look at our story maps. They can help us summarize what has happened in the whole story. [Ask questions that take the children through the map.] How did Irene reach the duchess? How did the people in the palace treat Irene? What gift did the duchess send to Irene's mother? |
| Teach Tier 2 words | Now let's look at some new words. Turn to this page. [Indicate the page with the fireplace.] Our first word is <i>fret</i> . What word? <i>Fret</i> means to worry. "'Don't <i>fret</i> , child,' said the duchess." When I have a problem, sometimes I fret until I find a way to solve it. <i>Fret</i> means to worry. The second word is <i>radiant</i> . What word? <i>Radiant</i> means glowing with happiness. [Indicate the next page.] "Irene in her ordinary dress was <i>radiant</i> ." A new mother might look radiant when she first holds her baby. <i>Radiant</i> means glowing with happiness. |