

Teacher's Guide





Sir Henry

Teacher's Guide

Unit 6

ge

ge says /j/
Voiced





dge says /j/
Voiced





means two as in bicycle

Note: See New and Important Objectives on page 2 for a complete list of skills taught and reviewed.

Critical Foundations in Primary Reading

Marilyn Sprick, Ann Watanabe, Karen Akiyama-Paik, and Shelley V. Jones

Copyright 2009 Sopris West Educational Services. All rights reserved.

Permission is granted to the purchasing teacher to reproduce the blackline masters for use in his or her classroom only. No other portion of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying or recording, or by any information storage and retrieval system, without the express written permission of the publisher.



ISBN 10-digit: 1-60218-529-8

166895

13 12 11 10 09 08 2 3

ISBN 13-digit: 978-1-60218-529-6

2 3 4 5 6 7

BOSTON, MA • LONGMONT, CO

Table of Contents

Unit 6

Sir Henry

Sequence and Sound Pronunciation Guide iv
Introduction
New and Important Objectives2
Daily Lesson Planning7
Materials and Materials Preparation
Important Tips
Diagnostic–Prescriptive Teaching of Multisyllabic Words 11
How to Teach the Lessons
Exercise 114
Unit and Story Opener: Sir Henry
Vocabulary: Chapters 1, 218
Story Reading 1
With the Teacher: Chapter 120
On Your Own: Chapter 2
Comprehension and Skill Activity 1: Story Comprehension
Comprehension and Skill Activity 2: Passage Reading Fluency28
Exercise 2
Vocabulary: Chapters 3, 432
Story Reading 2
With the Teacher: Chapter 333
On Your Own: Chapter 4
Comprehension and Skill Activity 3: Story Comprehension
Comprehension and Skill Activity 4:
Main Idea and Supporting Details
i i
Exercise 3
Vocabulary: Chapters 5, 644
Story Reading 345
With the Teacher: Chapter 5
Comprehension and Skill Activity 5: Story Comprehension 50





Comprehension and Skill Activity 6:
Vocabulary and Alphabetical Order51
Comprehension and Skill Activity, Just for Fun:
Create Your Own "Missing Trophy" Poster52
Exercise 4a54
Exercise 4b, Focus Lesson: From Story Map to Written Retell56
Story Reading 4
With the Teacher: Chapter 6
Comprehension and Skill Activity 7: Story Map63
Comprehension and Skill Activity 8: Written Retell64
, and the same same same same same same same sam
Exercise 5a.
Exercise 5b, Focus Lesson: Synonyms
Story Reading 5 (Fluency)
Comprehension and Skill Activity 9:
Main Idea and Supporting Details
Comprehension and Skill Activity 10:
Vocabulary and Synonyms
Exercise 6
Story Reading 6 (Fluency)
Comprehension and Skill Activity: Written Assessment81
End of the Unit
Making Decisions: Using the Oral Reading and
Written Assessment Results84
Oral Reading Fluency Assessment
Certificate of Achievement and Goal Setting
Ç
Extra Practice 1 • Decoding Practice
Extra Practice 1 • Fluency Passage
Extra Practice 1 • Activity and Word Fluency A91
Extra Practice 2 • Decoding Practice
Extra Practice 2 • Fluency Passage
Extra Practice 2 • Activity and Word Fluency B95
Extra Practice 3 • Decoding Practice
Extra Practice 3 • Fluency Passage
Extra Practice 3 • Activity and Word Fluency A or B99





Letter Sounds and Combinations

Cumulative Review of *Read Well 1* Sounds and Combinations (Ss, Ee, ee, Mm, Aa, Dd, th, Nn, Tt, Ww, Ii, Th, Hh, Cc, Rr, ea, sh, Sh, Kk, -ck, oo, ar, wh, Wh, ĕ, -y as in fly, Ll, Oo, Bb, all, Gg, Ff, Uu, er, oo as in book, Yy, a schwa, Pp, ay, Vv, Qq, Jj, Xx, or, Zz, a_e, -y as in baby, i_e, ou, ow as in cow, ch, Ch, ai, igh, o_e, ir) and:

Unit 2		Unit 3		Unit 5	Unit 6
aw /aw/ Paw Voiced	CW /ōō/ Crew Voiced	UC /ōō/ Blue Voiced	U_E /ōō/ Fl <u>ute</u> Bossy <u>E</u> Voiced	OW /ōōō/ Sn <u>ow</u> Voiced (Long)	ge /j/ Page Voiced
Unit 6	Un	it 7	Un	it 8	Unit 10
-dge /j/ Badge Voiced	Cİ /sss/ <u>Ci</u> rcle Unvoiced	/sss/ <u>Ce</u> nter Unvoiced	Kn /nnn/ <u>Kn</u> ee Voiced	ph /fff/ <u>Ph</u> one Unvoiced	O a /ōōō/ B <u>oa</u> t Voiced (Long)
Uni	t 11	Uni	t 12	Unit 13	
Oİ /oi/ P <u>oi</u> nt Voiced	ea /ĕĕĕ/ Br <u>ea</u> d Voiced (Short)	gi /j/ <u>Giraffe</u> Voiced	au /au/ Astron<u>au</u>t Voiced	Oy /oy/ B <u>oy</u> Voiced	

Affixes (including morphographs—affixes taught with meaning) and Open Syllables

Cumulative Review of Read Well 1 Affixes (-ed, -en, -es, -ing, -ly, -s, -y, -tion) and:

Unit 2	Un	it 3	Un	it 5	Unit 6		
re- Means again as in <u>re</u> read	UN – Means not as in <u>un</u> happy	ex -as in <u>ex</u> cited	O Open syllable /ō/ as in <u>o</u> pen and m <u>o</u> ment	-ful Means full of as in colorful	bi- Means two as in <u>bi</u> cycle		
Unit 7	Unit 8	Unit 11	Unit 12	Uni	t 13		
de- as in <u>de</u> tective	-able as in comfortable	 Open syllable 77 as in s <u>i</u> lence and p <u>i</u> lot	be- as in <u>be</u> fore	-OUS as in enorm <u>ous</u>	dis- as in <u>dis</u> cover		
Uni	t 14	Uni	t 15	15 Unit 16			
-al as in anim <u>al</u>	-ible as in flexible	-Or Means one who as in act <u>or</u>	-ment	-iC as in scientif <u>ic</u>	pre- Means before as in <u>pre</u> view		
Uni	t 17 Un		Unit 17		t 18	Uni	t 19
-ity as in activ <u>ity</u>	-sion	-ness	-less Means without as in helpless	in- as in <u>in</u> sert	im – Means not as in <u>im</u> possible		

Introduction Sir Henry



Story Notes

Units 4–7 are all about people and animals working together to create healthy families and communities.

Sir Henry: Students read about a state contest, a victory walk, and a missing trophy—all of which add up to a good mystery. Through the words of Sir Henry, an endearing St. Charles Cavalier Spaniel, your students will learn how members of a community cheer each other on, work together, and solve problems.

Recommended Read Alouds

The *Read Well 2* suggested Read Alouds enhance small group instruction—providing opportunities to further build background knowledge and vocabulary.

Dear Mrs. LaRue by Mark Teague

Fiction • Narrative

Dear Mrs. LaRue is a hilarious book about a spunky dog named Ike. When Ike's antics land him in obedience school, he tries to persuade Mrs. LaRue that he should be allowed to go home.

Ike writes, "How could you do this to me? This is a PRISON, not a school! You should see the other dogs. They are BAD DOGS, Mrs. LaRue! I do not fit in."

Read Well Connections

Dear Mrs. LaRue and Sir Henry are both stories told through the words of dogs—both strong and lovable characters.

NOTE FROM THE AUTHORS

GENRES, VOICE, AND FAVORITE CHARACTERS— HAVE FUN!

Read Well 2 covers a wide variety of genres, including both nonfiction and fiction.

Fictional stories include realistic and imaginative stories, written especially to appeal to primary grade students. Across the program, favorite characters are introduced and then reappear in new settings, situations, and adventures.

Read Well's Sir Henry was inspired by a real dog. In the story, the character experiences human emotions and reactions that resonate with young children. The field test students enjoyed Sir Henry, and we hope you will too.

CAUTION (Reminder)

Do not read the Read Aloud recommendations during small group instruction. Reserve this time for students to read.



New and Important Objectives

A Research-Based Reading Program



Phonemic Awareness Phonics Fluency Vocabulary Comprehension

Phonological and Phonemic Awareness

Segmenting; Blending; Rhyming; Onset and Rime; Counting Syllables

Phonics

Cumulative Letter Sounds and Combinations

Review • Ss, Ee, ee, Mm, Aa, Dd, th, Nn, Tt, Ww, Ii, Th, Hh, Cc, Rr, ea, sh, Sh, Kk, -ck, oo, ar, wh, Wh, ĕ, -y (as in fly), Ll, Oo, Bb, all, Gg, Ff, Uu, er, oo (as in book), Yy, a (schwa), Pp, ay, Vv, Qq, Jj, Xx, or, Zz, a_e, -y (as in baby), i_e, ou, ow (as in cow), ch, Ch, ai, igh, o_e, ir, aw, ew, ue, u_e, ow (as in snow)

Cumulative Affixes, Morphographs, and Open Syllables

Review • -ed, -en, -er, -es, -est, -ing, -ly, -s, -y, -tion, re-, un-, ex-, -ful, o (as in open and moment)

★New Letter Sounds, Combinations, Affixes, Morphographs, and Related Words

ge (as in page) • age, cage, charge, garbage, gem, George, German, orange, packages, rummage
-dge (as in badge) • badge, budge, dodge, edge, fudge, judged, judges, ledge, nudge
bi- • bicolored, bicycle, bifold



★New Contractions

aren't, you'll

★New Proper Nouns

Friday, Gazette, Henry's, John, John's, Jollytown, Lady Elizabeth, Orlando, September, Sir Henry, Spanish, White's, Winston, Wong

^{*} Known Pattern Words With Affixes, Known Tricky Words With Affixes, and Known Multisyllabic Words With Affixes have base words students have previously read. The words are new in this unit because they have not been previously read with the affix.

Phonics (continued)

★New Pattern Words

beach, beamed, cheer, chewed, clerk, clerk's, clip, clippings, dine, dining, gas, mowing, neck, note, pat, plead, pleaded, pups, quite, sale, scarf, shelf, skills, soft, stone, sulk, sulking, those, threw, vase, vases

*Known Pattern Words With Affixes • bumps, cases, checking, clues, dashed, dragged, leads, meeting, news, older, owner, pays, roses, sending, showed, singer, slower, steps, thankful, thinks, trainer, trucks, unturned, vets, winner, wowed, writer

★ New Compound and Hyphenated Words

anymore, everyone's, firefighters, groundskeeper, hotline, ourselves

★ Other New Multisyllabic Words

according, admire, admired, appetite, baker, bakery, barber, chocolate, comment, comments, commotion, contest, delight, delightful, delivers, disappear, disappeared, disappears, distress, distressed, distressing, doggie, dusty, florist, florists, goggles, grateful, groomer, groomer's, groomers, information, litter, local, national, organize, organizing, party, polishes, reminds, report, reported, reporter, reports, retrace, ribbons, select, selects, studied, study, subject, support, victory

*Known Multisyllabic Words With Affixes • belongs, dazzled, flowers, gathered, letters, problems, volunteers

★New Tricky Words

butcher, butcher's, buys, congratulate, congratulated, congratulations, discovers, doubt, especially, events, famous, final, goes, grocery, group, human, humans, librarian, neighbors, nervous, office, officer, police, popular, search, station, students, tomorrow, touch, trophies, trophy, won

*Known Tricky Words With Affixes • changing, colored, learning, loved, lover, lovers, loving, puts, searching

Fluency

Accuracy, Expression, Phrasing, Rate

Vocabulary

New • commotion, congratulate, delightful, distressed, exhausted, local, plead, retrace, sulk, victory

Review • community, dawdle, imagination, impressed, neighborhood, ordinary, plain, popular, pout, shrug, scowl, treasure

Reviewed in Context • community, colony, impressed, neighborhood, ordinary, perfect, plain, popular, speechless



Idioms and Expressions

New • chain of events

Comprehension

Unit Genres

Nonfiction • Expository **Fiction •** Imaginative

Comprehension Processes

Build Knowledge: Factual, Procedural, Conceptual

Da	y 1	2	3	4	5	6
Remember						
Defining		S				
Identifying (recalling)	S,C	S,C	S,C	E,S,C	E,C	С
Using	S	S	S			
Understand	· ·					
Defining (in your own words)	S	S	s,c		Е	С
Describing	S,C			С	S	S,C
Explaining (rephrasing)	S	S	S	E,S,C	С	
Illustrating			С	С		
Sequencing		S	С	E,C		
Summarizing		S		E,S,C		
Using	S	S,C	S,C	S,C	E,C	С
Visualizing		S	С	С		
Apply						
Demonstrating		S				
Explaining (unstated)	S	S	S	S		
Illustrating		С			С	
Inferring	S,C	S,C	S	S,C	С	С
Making Connections (relating)	S	S				
Predicting	S	S		S		
Using	S	S	s,c			
Analyze						
Classifying					С	
Comparing/Contrasting					S	S
Distinguishing Cause/Effect						
Drawing Conclusions	S	С		С		
Inferring						
Evaluate						
Making Judgments						
Responding (personal)				s,c		
Create						
Generating Ideas						





Comprehension (continued)

Skills and Strategies

Day	1	2	3	4	5	6
Priming Background Knowledge						
Setting a Purpose for Reading	S	S				
Answering Questions	S	S	S	S	S	S
Asking Questions						
Visualizing		С		С	С	
Comprehension Monitoring/Fix Ups			ı			1
Does it Make Sense?	С	С	С	c	С	
Looking Back			С			
Restating						
Summarizing				'		'
Main Idea		С			С	
Retelling			Е			
Supporting Details					С	
Understanding Text Structure				'		!
Title, Author, Illustrator	S	S		S		
Fact or Fiction						
Genre (Classifying)						
Narrative						
Setting			С	s,c		
Main Character/Traits (Characterization)	S*,C			S*,C		C*
Goal				S		С
Problem/Solution		S		S, C		
Action/Events/Sequence	С	С	S	E,S,C		
Outcome/Conclusion				С		
Lesson/Author's Message				S		
Expository						
Subject/Topic						
Heading						
Supporting Details (Facts/Information)					С	
Main Idea	С	С			С	С
Using Graphic Organizers						
Chart						
Diagram (labeling)						
Hierarchy (topic/detail)						
K-W-L						
Map (locating, labeling)		S				
Matrix (compare/contrast)						
Sequence (linear, cycle, cause and effect)						
Story Map				E,C		
Web				С		

E = Exercise, S = Storybook, C = Comprehension & Skill



^{*}Narrator

Comprehension (continued)

Study Skills

D	ay	1	2	3	4	5	6
Alphabetical Order							
Following Directions							
Locating Information							
Note Taking							
Previewing							
Reviewing			S	S			
Test Taking				S			С
Using Glossary							
Using Table of Contents		S					
Viewing		S	S				
Verifying							

Writing in Response to Reading

Day	1	2	3	4	5	6
	С	С	С		С	С
			С	С		
		С			С	С
				E,C		
	Day			C C C	C C C C C C C C	C C C C C C C C C C C C C C C C C C C



Writing Traits

(Addressed within the context of Writing in Response to Reading)

Day	1	2	3	4	5	6
Ideas and Content						
Elaborating/Generating						
Organization						
Introduction						
Topic Sentence						
Supporting Details		С			С	
Sequencing	С	С		С		
Word Choice						
Sophisticated Words (Tier 2 and 3)						
Conventions						
Capital		С	С	С	С	С
Ending Punctuation		С	C	С	С	С
Other (commas, quotation marks)						
Presentation						
Handwriting				С	С	С
Neatness				С	С	С

E = Exercise, S = Storybook, C = Comprehension & Skill

Daily Lesson Planning

LESSON PLAN FORMAT

	Teacher-Directed 45 Minutes		
Lesson Part 1 (Phonological Awareness, Phonics, Fluency, Comprehension) 15–20 Minutes	Lesson Part 2 (Vocabulary, Fluency, Comprehension) 20–25 Minutes	Lesson Part 3 (Vocabulary, Fluency, Comprehension) 15–20 Minutes	
Exercise Book Units 1-7	Communicios	Activity Book Name: Comprehension and Skill Work Units 1-7	
• Exercises	 Unit and/or Story Opener Vocabulary Interactive Story Reading Short Passage Practice Timed Readings 	 Story Reading With Partner or Whisper Reading Comprehension and Skill Activities 	

HOMEWORK

Read Well Homework (blackline masters of new *Read Well 2* passages) provides an opportunity for children to celebrate accomplishments with parents. Homework should be sent home on routine days.

ORAL READING FLUENCY ASSESSMENT

Upon completion of this unit, assess each student and proceed to Unit 7, as appropriate.

WRITTEN ASSESSMENT

Upon completion of this unit, students will be administered a written assessment that can be found on page 83 in the student's *Activity Book 1*.

Note: See Making Decisions for additional assessment information.

DIFFERENTIATED LESSON PLANS

The differentiated lesson plans illustrate how to use materials for students with various learning needs. As you set up your unit plan, always include *Read Well 2* Exercises and Story Reading on a daily basis. Unit 6 includes 6-, 8-, 9-, 10-, and 11-Day Plans.

Plans	For groups that:
6-DAY	Complete Oral Reading Fluency Assessments with Passes and Strong Passes
8-DAY	Complete Oral Reading Fluency Assessments with Passes and require teacher-guided assistance with Story Reading and Comprehension and Skill Work
9-, 10-, or 11-DAY	Have difficulty passing the unit Oral Reading Fluency Assessments

6-DAY PLAN							
Day 1	Day 2	Day 3					
Teacher-Directed • Exercise 1 • Story Opener: Sir Henry • Vocabulary, Ch. 1, 2 • Sir Henry, Ch. 1 • Guide practice, as needed, on Comp & Skill 1, 2 Independent Work • On Your Own: Partner or Whisper Read, Sir Henry, Ch. 2 • Comp & Skill 1, 2 Homework	Teacher-Directed • Exercise 2 • Vocabulary, Ch. 3, 4 • Sir Henry, Ch. 3 • Guide practice, as needed, on Comp & Skill 3, 4 Independent Work • On Your Own: Partner or Whisper Read, Sir Henry, Ch. 4 • Comp & Skill 3, 4 Homework • Homework	Teacher-Directed • Exercise 3 • Vocabulary, Ch. 5, 6 • Sir Henry, Ch. 5 • Guide practice, as needed, on Comp & Skill 5, 6 Independent Work • Repeated Reading: Partner or Whisper Read, Sir Henry, Ch. 5 • Comp & Skill 5, 6 Homework • Homework					
Homework Passage 1 Day 4	Day 5	Day 6					
Teacher-Directed	Teacher-Directed • Exercise 5a • Exercise 5b: Focus Lesson • Fluency, E-Mail 1 • Guide practice, as needed, on Comp & Skill 9, 10 Independent Work	Teacher-Directed					
 Repeated Reading: Partner or Whisper Read, Sir Henry, Ch. 6 Comp & Skill 7, 8a, 8b Homework Homework Passage 4 	 Repeated Reading: Partner or Whisper Read, E-Mail 1 Comp & Skill 9, 10 Homework Homework Passage 5 	 Oral Reading Fluency Assessment* Homework Homework Passage 6 					

Note: Unit 6 features an extra Just for Fun Comp & Skill activity, located after Activity 6. This page can be used any time after Exercise 3 and Chapter 5. The Just for Fun activity allows the related activities—Story Map and Written Retell—to be located side by side in the Activity Book.

	8-DAY PLAN • Pre-Intervention					
Day 1	Day 2	Day 3	Day 4			
Teacher-Directed Exercise 1 Story Opener: Sir Henry Vocabulary, Ch. 1, 2 Sir Henry, Ch. 1 Guide practice, as needed, on Comp & Skill 1 Independent Work Repeated Reading: Partner or Whisper Read, Sir Henry, Ch. 1 Comp & Skill 1 Homework	Teacher-Directed Review Exercise 1 Sir Henry, Ch. 2 Guide practice, as needed, on Comp & Skill 2 Independent Work Repeated Reading: Partner or Whisper Read, Sir Henry, Ch. 2 Comp & Skill 2 Homework Comp & Skill 2 (Passage Fluency)	Teacher-Directed • Exercise 2 • Vocabulary, Ch. 3, 4 • Sir Henry, Ch. 3 • Guide practice, as needed, on Comp & Skill 3 Independent Work • Repeated Reading: Partner or Whisper Read, Sir Henry, Ch. 3 • Comp & Skill 3 Homework • Homework	Teacher-Directed Review Exercise 2 Sir Henry, Ch. 4 Guide practice, as needed, on Comp & Skill 4 Independent Work Repeated Reading: Partner or Whisper Read, Sir Henry, Ch. 4 Comp & Skill 4 Homework Homework			
Homework Passage 1						
Day 5 Teacher-Directed Exercise 3 Vocabulary, Ch. 5, 6 Sir Henry, Ch. 5 Guide practice, as needed, on Comp & Skill 5, 6 Independent Work Repeated Reading: Partner or Whisper Read, Sir Henry, Ch. 5 Comp & Skill 5, 6 Homework Homework	Day 6 Teacher-Directed Exercise 4a Exercise 4b: Focus Lesson Sir Henry, Ch. 6 Guide practice, as needed, on Comp & Skill 7, 8a, 8b Independent Work Repeated Reading: Partner or Whisper Read, Sir Henry, Ch. 6 Comp & Skill 7, 8a, 8b Homework Comp & Skill 9 or Just for Fun: Create Your Own "Missing Trophy" Poster	Day 7 Teacher-Directed Exercise 5a Exercise 5b: Focus Lesson Fluency, E-Mail 1 Assist with Comp & Skill 8a, 8b, as needed Guide Practice on Comp & Skill 10 Independent Work Repeated Reading: Partner or Whisper Read, E-Mail 1 Complete Comp & Skill 8a, 8b, 10 Homework Homework	Teacher-Directed • Exercise 6 • Fluency, E-Mail 2 Independent Work • Repeated Reading: Partner or Whisper Read, E-Mail 2 • Written Assessment • Oral Reading Fluency Assessment* Homework • Homework Passage 6			

9-, 10-, or 11-DAY PLAN • Intervention For Days 1-8, follow 8-Day plan. Add Days 9, 10, 11 as follows:

Day 9 Extra Practice 1

Teacher-Directed

- Decoding Practice
- Fluency Passage

Independent Work

Activity and Word Fluency A

Homework

• Fluency Passage

Day 10 Extra Practice 2

Teacher-Directed

- Decoding Practice
- Fluency Passage

Independent Work

Activity and Word Fluency B

Homework

• Fluency Passage

Day 11 Extra Practice 3

Teacher-Directed

- Activity and Word Fluency A or B
- Oral Reading Fluency Assessment*

Homework

• Fluency Passage

• Decoding Practice • Fluency Passage Independent Work

Materials and Materials Preparation



Core Lessons

Teacher Materials

READ WELL 2 MATERIALS

- Unit 6 Teacher's Guide
- Sound Cards
- Unit 6 Oral Reading Assessment Fluency, page 87
- Group Assessment Record found in Getting Started

SCHOOL SUPPLIES

Stopwatch or watch with a second hand

Student Materials

READ WELL 2 MATERIALS (for each student)

- Communities storybook
- Exercise Book 1
- Activity Book 1 or copies of Unit 6 Comprehension and
- Unit 6 Written Assessment, found in *Activity Book 1*, page 83, and on the blackline master CD.
- Unit 6 Certificate of Achievement/Goal Setting (BLM, page 88)
- Unit 6 Homework (blackline masters) See Getting Started for suggested homework routines.

SCHOOL SUPPLIES

Pencils, colors (optional—markers, crayons, or colored pencils)

Extra Practice Lessons

CAUTION

Use these lessons only if needed. Students who need Extra Practice may benefit from one, two, or three lessons.

Student Materials

READ WELL 2 MATERIALS (for each student, as needed)

See Extra Practice blackline masters located on the CD.

- Unit 6 Extra Practice 1: Decoding Practice, Fluency Passage, Word Fluency A, and Activity
- Unit 6 Extra Practice 2: Decoding Practice, Fluency Passage, Word Fluency B, and Activity
- Unit 6 Extra Practice 3: Decoding Practice, Fluency Passage, Word Fluency A or B, and Activity

SCHOOL SUPPLIES

Pencils, colors (markers, crayons, or colored pencils), highlighters



Make one copy per student of each blackline master, as appropriate for the group.

Note: For new or difficult Comprehension and Skill Activities, make overhead transparencies from the blackline masters. Use the transparencies to demonstrate and guide practice.

FOCUS LESSONS

For Exercises 4b and 5b (Focus Lessons), make overhead transparencies from the blackline masters, write on transparencies placed over the pages, or use paper copies to demonstrate how to complete the lessons.

Important Tips

Diagnostic-Prescriptive Teaching of Multisyllabic Words

REMINDER

When *Read Well* is combined with adequate instructional time, most children learn to read with ease. Others need an occasional boost within the program, and a few require diagnosis and targeted instruction. In this tip, we look at targeting multisyllabic words and multisyllabic word fluency.

PROBLEM

During Exercises, Story Reading, and/or Assessments, students make errors on multisyllabic words. Ask:

- What kind of multisyllabic word reading errors are students making?
- Do students stop reading when they encounter multisyllabic words?
- Do students lack fluency on multisyllabic words?

GENERAL CORRECTION PROCEDURES

During Exercises and Story Reading, provide corrections as you go.

- If students make an error during the Exercises, put the word on the board and do a group correction. Return to the difficult word at least three times.
- If students make an error during Story Reading, gently correct the error and have the student reread the sentence. Make a note of the error. After Story Reading, practice the word again.

HOW TO CORRECT SPECIFIC ERRORS

Sound Error

If a student makes an error on a sound, follow these procedures. For example, the word is "goggles," but students read "giggles":

Write "goggles" on the board during an Exercise or after Story Reading. Point under o.

Have students identify the sound. Say the sound. (/ŏŏŏ/)

Have students read the syllables. Everyone, read the syllables. (gog-gles)

Have students read the whole word. Read the whole word. (goggles)

When people go skiing, they wear . . . goggles.

Pronunciation Error

If a student reads the syllables correctly but mispronounces the word, tell students how to pronounce the word. For example, students say /cŏm-mō-shun/.

Say something like: That word is pronounced /cum-mo-shun/.

Say the word with me. commotion

When the team made a touchdown, there was a big . . . commotion.

Say the word again. (commotion)

MAKE STRATEGIES OVERT

Acknowledge students' abilities. Have students periodically articulate the strategy they use to read big words without your assistance.

Say something like:

You read that whole row of multisyllabic words without my help. How did you do that? (I read the parts...)

That's right. You read the small word parts and put them together.



Students Stop or Say "I don't know"

Do not tell students the word. Encourage them to use their skills.

During an Exercise, write the word on the board:

• Draw loops under each syllable. Guide practice with your hand. Have students say each syllable as you loop under it. Say something like:

You can read that big word by reading the parts you know.

Read the first part. Loop. (or) Next part. Loop. (ga)

Next part. Loop. (nize) Read the whole word.

Slide your hand under the whole word. (organize)

You can read that big word by using the parts you know.

Provide an oral sentence starter to reinforce pronunciation. Say something like:
 My desk is a mess. I need to . . . organize it. Say the word three times. (organize . . .)

- Return to any difficult word three times.
- · Repeat with "organizing."

If students have difficulty during Story Reading, gently guide students. Do not wait. Immediately say something like:

Let's read the word by parts. Everyone . . . or-ga-niz-ing

That's right! The word is organizing. Everyone, reread the sentence.

Officer Wong did a wonderful job organizing the search party.

After Story Reading, put any difficult words on the board.

Remind students to use the strategy of reading big words by parts. Say something like:

When you see a big word you don't know, remember to jump right in and read it by parts.

What should you do when you see a big word you don't know?

(Jump right in and read it by parts!)

BUILDING FLUENCY WITH MULTISYLLABIC WORDS

To build fluency with multisyllabic words, add daily rhythmic fluency practice with the Extra Practice Word Fluencies: Rhyming Words and Related Words.

• Have students practice one or two rows from the Rhyming Words each day.

Say something like: Look at Row 1 under Rhyming Words.

Each row has little words that will help you read a big word.

Let's read the first row. Read smoothly and pause before the last big word.

You point, and I'll clap to keep us together. make, take, lake,

brake . . . awake

Now try it a little faster. (make, take, lake, brake . . . awake)

Now read each single-syllable word twice and the last word once.

(make-make, take-take, lake-lake, brake-brake . . . awake!)

• Repeat with one or two rows from the Related Words each day. Say something like:

Let's read the first row. First you're going to read for accuracy, then we'll work on speed.

First word. (bake) Next word. (baked) Next word. (baking) . . .

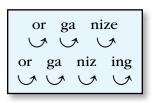
Those are easy. Read each word two times.

(bake-bake, baked-baked, baking-baking, baker-baker, bakery-bakery)

Wow! You even read the last word quickly. What's the last word? (bakery)

Say it slowly and count the syllables. (bake-er-y)

How many syllables? (three)





How to Teach the Lessons

Teach from this section. Each instructional component is outlined in an easy-to-teach format.

Exercise 1

• Story Opener: Sir Henry

Vocabulary

Story Reading 1
 With the Teacher: Chapter 1
 On Your Own: Chapter 2

• Comprehension and Skill Activities 1, 2

Exercise 2

Vocabulary

Story Reading 2
 With the Teacher: Chapter 3
 On Your Own: Chapter 4

• Comprehension and Skill Activities 3, 4

Exercise 3

Vocabulary

Story Reading 3
 With the Teacher, Chapter 5

Comprehension and Skill Activities 5, 6

Exercise 4a

• Exercise 4b: Focus Lesson

Story Reading 4
 With the Teacher: Chapter 6

Comprehension and Skill Activities 7, 8

Exercise 5a

• Exercise 5b: Focus Lesson

Story Reading 5, Fluency
 With the Teacher: E-Mail 1

• Comprehension and Skill Activities 9, 10

Exercise 6

Story Reading 6, Fluency
 With the Teacher: E-Mail 2

• Written Assessment



1 SOUND REVIEW

Use selected Sound Cards from Units 1-5.

PACING

Exercise 1 should take about 15 minutes.

★2 NEW SOUND INTRODUCTION

- Tell students g-e says /j/ as in page and d-g-e says /j/ as in badge.
- Have students look at the pictures, identify "page" and "badge," and read the sentence. (George wrote his name near the edge of the page.)
- Have students practice: g-e says /j/ as in page and d-g-e says /j/ as in badge.
- Have students read the sentence again, then identify the words with /j/ as in page and /j/ as in bagde.
- For Rows B and C, have students read the underlined sound, then the word.
- Have students go back and read the whole words. Provide repeated practice.

3 ACCURACY AND FLUENCY BUILDING

- For each task, have students say any underlined part, then read the word.
- Set a pace. Then have students read the whole words in each task and column.
- Provide repeated practice, building accuracy first, then fluency.

C1. Multisyllabic Words

- For each word, have students read and finger count each syllable, then read the word. Use the word in a sentence to help with pronunciation.
- If the word is unfamiliar, tell students the word, then have them say, spell, and say it.

D1. Tricky Words

- For each Tricky Word, have students identify known sounds or word parts. Use the word in a sentence to help with pronunciation.
- If the word is unfamiliar, tell students the word. Then have students say, spell, and say it.

group

Try to sound out the first Tricky Word in your head. Thumbs up when you know the word. Use my sentence to help you pronounce the word. Sara, BJ, and I are working on a project together. We are in the same . . . group. Spell group. (g-r-o-u-p)

Read the word five times. (group, group, group, group, group)

especially

Look at the next word. Say the word by parts with me. es-pe-cial-ly

Miss Tam missed everyone at home while she was in Ghana, . . . especially . . . her pets.

Read the word three times. (especially, especially, especially)

won David ran faster than everyone else. He . . . won . . . the race.

butcher Mom went to buy meat at the ... butcher ... shop. **Gazette** The name of the newspaper is the Jollytown ... Gazette.

D2. Story Words

Tell students the underlined sound, then have them read the word.

4 READING BY ANALOGY

Have students figure out the underlined parts by reading other words they know.

5 WORDS IN CONTEXT

Tell students to use the sounds and word parts they know and then the sentences to figure out how to say each word.

Sir Henry

Unit 6 Exercise 1

1. SOUND REVIEW Use selected Sound Cards from Units 1–5.

★2. NEW SOUND INTRODUCTION Introduce the new sounds /ij/ as in page and /ij/ as in badge.

A	ge -dge	page	ba <u>dge</u>	George wrote his nan the page.	ne near the edge of
B	ag	<u>e</u>	ca <u>ge</u>	<u>ge</u> m	sta <u>ge</u>
C	ju <u>d</u>	ge	le <u>dge</u>	nu <u>dge</u>	do <u>dge</u>

3. ACCURACY AND FLUENCY BUILDING For each column, have students say any underlined part, then read each word. Next, have students read the whole column.

and minore columnia				
A1 Sound Practice	B1 Mixed Practice	C1 Multisyllabi		D1 Tricky Words
cr <u>ow</u> d w <u>ow</u> ed fl <u>ow</u> ers Jollyt <u>ow</u> n owner wind <u>ow</u> m <u>ow</u> ing	cheer true clerk scarf crawled trainer chewed florist	gog•gles sup•port groom•er vic•tor•y com•mu•ni•ty ad•mired grounds•keep•er bake•ry con•test gar•bage	goggles support groomer victory community admired groundskeeper bakery contest garbage	group especially won butcher Gazette D2 story Words trophy police grocery

$\textbf{4. READING BY ANALOGY} \ \ \text{Have students figure out the underlined parts by reading other words they know.}$

A	me	de-	<u>de</u> light	<u>de</u> lightful
В	go	<u>lo</u> cal	commotion	Orlan <u>do</u>

5. WORDS IN CONTEXT Have students use the sounds and word parts they know and then the sentences to pronounce each underlined word.

A	con•grat•u•late	I'm excited that John won the contest. Let's <u>congratulate</u> him!
В	sta•tion	The firefighters waited at the <u>station</u> until they got a call.
C	fa•mous	I was excited to meet the <u>famous</u> singer.
	ner•vous	When I met the singer, I couldn't speak. I was too <u>nervous</u> .
D	par•ents	Mom and Dad are my parents.

©2009 Sopris West Educational Services. All Rights Reserved.

TEAM EXPECTATIONS

(Reminder)

Provide a quick review of expectations before starting the lesson.

- 1. Sit up.
- 2. Follow directions.
- 3. Help each other.
- 4. Work hard and have fun.

ACKNOWLEDGE STUDENTS WHEN THEY MEET YOUR EXPECTATIONS

Students respond positively when you acknowledge their accomplishments. Pair descriptive praise with an individual turn or job. [Ryan], great job sitting up and finger tracking.

You have a professional attitude about your learning. Everyone, watch how [Ryan] is able to follow along while I read.



35

COMPREHENSION PROCESSES

Remember, Understand, Apply

PROCEDURES

1. Introducing the Story

Using Table of Contents; Defining and Using Vocabulary community; Identifying—Title; Predicting; Explaining

• Tell students the title of their new story is Sir Henry. Say something like:

Everyone, look at the Table of Contents on page 4. Today, we are going to start a new unit about a different community. What does a community do?

(The people or animals of the community live and work together.)

What's the title of the story? (Sir Henry)

Read the title of Chapter 1. (No Ordinary Day) Read the title of Chapter 2. (Local Dog Wins)

Read the titles of Chapter 3, 4, 5, and 6 to yourself.

Think about what this story might be about.

When you are ready to tell me what you think this story is about, put your thumbs up.

[Meredith], what do you think this story is going to be about?

(I think it is going to be about a dog.)

How did you figure that out?

(Chapter 2 is called "Local Dog Wins.")

[Aldo], what else do you think it's about?

(I think it's about a dog show.) How did you figure that out?

(It says the dog wins.)

• Discuss the gray text question under the picture.

2. Introducing the Title Page

Identifying—Authors, Illustrator

Have students turn to the title page on page 35. Say something like:

Turn to the title page on page 35. Who are the authors?

(Ann Watanabe and Marilyn Sprick)

Who is the illustrator?

(Janet Pederson)

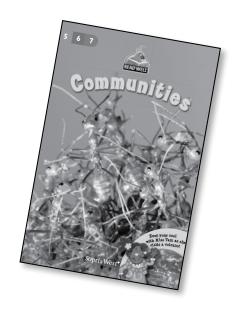


TABLE OF CONTENTS UNIT 6 · Sir Henry

With the Teacl	ner					
Vocabulary	: Chapters 1	, 2				36
Chapter 1,	No Ordinar	y Day				38
On Your Own						
Chapter 2,	Local Dog \	Wins				40
With the Teach						4-
	: Chapters 3					
On Your Own	A Distressir	ng Day .				44
	The Search					44
Chapter 1,	THE SCALE					
With the Teach						
	: Chapters 5					
Chapter 5,	Problem So	ived				30
With the Teach						_
	Six Years La					
STORY RETELL						5/
Fluency			15	No Co	in a	
FICTION • II	MAGINATIVE	R E	- 1-2	Yes		
		1 1		9-0	7*	
	ier 😨	(15	718	-10.		
With the Teach		26	-			

Sir Henry

Sir Henry

by Ann Watanabe and Marilyn Spric illustrated by Janet Pederson

> dedicated to Sir Henry and John and Lee White

E-Mail 1

by Ann Watanabe and Marilyn Sprice illustrated by Janet Pederson

E-Mail 2

by Ann Watanabe and Marilyn Spric illustrated by Janet Pederson



3

3. Introducing Genre: Fiction • Mystery

This story is fiction.
What does that mean?
(It's make-believe.)

Yes, the story is made up or make-believe, but it is based on a real dog named Sir Henry.

Sir Henry and his brother, Sir Winston, live in Hawaii, and they really do ride around in a convertible.

The story is also a mystery.

A mystery has a problem that needs to be solved.

Sir Henry

by Ann Watanabe and Marilyn Sprick illustrated by Janet Pederson



This is a story about a community. Who is part of the community?

25

Analyze: Viewing; Understand: Using Vocabulary community (In this community, there is a firefighter, a police officer, a family, and a dog.) COMPREHENDING AS YOU GO

COMPREHENSION PROCESSES

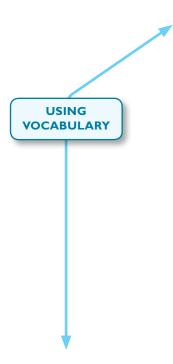
Understand, Apply

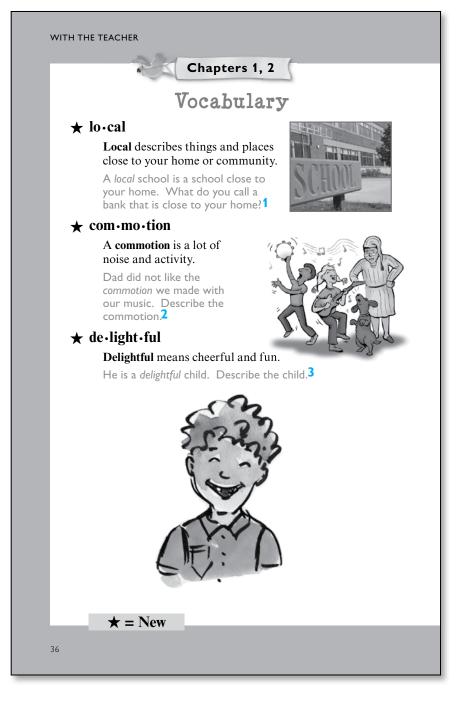
PROCEDURES

Introducing Vocabulary



For each vocabulary word, have students read the word by parts, then read the whole word. Read the student-friendly explanations to students as they follow with their fingers. Then have students use the vocabulary word by following the gray text and reviewing the photos and illustrations, as appropriate.





- 1 Understand: Using Vocabulary—local (a local bank)
- 2 Understand: Describing; Using Vocabulary—commotion (There was a commotion because the music was loud and made the dog howl.)
- 3 Understand: Describing; Using Vocabulary—delightful (He is delightful because he is cheerful and fun.)

SIR HENRY ★ vic·to·ry A victory is a win. When the girl won the race, it was a sweet victory. com·mu·ni·ty A community is a group of people or animals that lives and works together. Most people live together in a community. The story of Sir Henry is about a community. Name someone who lives in your community. 1 ★ con·grat·u·late Congratulate means to tell others you are happy for them because they won something or did something special. The principal congratulated the student for reading 100 books. If someone wins a race, what will we do? 2 USING **VOCABULARY** 37

1 Apply: Making Connections; Using Vocabulary—community (The lunch lady

2 Understand: Using Vocabulary—congratulate (We will congratulate them.)

lives in our community . . .)

CHAPTER 1 INSTRUCTIONS

Students read Chapter 1 with the teacher and Chapter 2 on their own. *Note*: If you're working on an 8- to 11-Day Plan, you will read Chapter 2 with students.

COMPREHENSION PROCESSES

Remember, Understand, Apply, Analyze

COMPREHENSION BUILDING

- Encourage students to answer questions with complete sentences, when appropriate.
- If students have difficulty comprehending, think aloud with them or reread the portion of the story that answers the question. Repeat the question.

PROCEDURES

1. Introducing the Chapter

Identifying—Title; Inferring

Say something like:

Turn to page 38. What's the title of this chapter? (No Ordinary Day) Why do you think this is no ordinary day?

2. First Reading

- Ask questions and discuss the text as indicated by the gray text.
- Mix group and individual turns, independent of your voice. Have students work toward a group accuracy goal of 0–5 errors. Quietly keep track of errors made by all students in the group.
- After reading the story, practice any difficult words. Repeat, if students have not reached the accuracy goal.

3. Second Reading, Short Passage Practice: Developing Prosody

Demonstrate expressive, fluent reading of the first paragraph. Read at a rate slightly faster than the students' rate. Say something like:
 Listen to my expression as I read the first two paragraphs. I'm going to read like I'm telling someone I'm getting ready to go somewhere and I'm excited about it. I'm going to read the sentence that ends with an exclamation mark with even more excitement, and I'm going to exaggerate words that describe things.

"It was exactly 6:00 a.m. I could hear the garbage trucks outside my window. I crawled out from under the bed. I was so excited! This was no ordinary day. John, Mom, and Dad were checking to see that everything on our list was packed. I was ready!"

- Guide practice with your voice.
 Read the first page with me.
- Provide individual turns while others track with their fingers and whisper read.
- Repeat with one paragraph at a time.



CORRECTING DECODING ERRORS

During story reading, gently correct any error, then have students reread the sentence.

REPEATED READINGS

Prosody

On the second reading, students practice developing prosody—phrasing and expression. Research has shown that prosody is related to both fluency and comprehension.



WITH THE TEACHER

Chapter 1

No Ordinary Day

Look at the pictures and think about the chapter title. What do you think is going to happen in this chapter?



It was exactly 6:00 a.m. I could hear the garbage trucks outside my window. I crawled out from under the bed.

I was so excited! This was no ordinary day. John, Mom, and Dad were checking to see that everything on our list was packed. I was ready!

I had won the local contest and was going to the state contest. The living room was full of balloons

and treats. My trainer, the kids next door, the grocery clerk, and the florist with flowers all arrived at the same time to send me off.



What kind of day is it? 2 What do you think the family is doing? 3

38

COMPREHENDING AS YOU GO

- 1 Apply: Predicting (Something special will happen. Someone will win a prize . . .)
- 2 Remember: Identifying—What, Using Vocabulary—ordinary (It is no ordinary day.)
- **3** Apply: Inferring; Explaining (The family is packing to go to the state contest.)

SIR HENRY

I loved all the commotion. Every once in a while, someone would pat me on the head and say, "Good job."

John looked a little nervous.

At exactly 9:00 a.m., we were ready to go. Mom threw my scarf around my neck. Dad helped me with my goggles. Soon we were on our way to Orlando and the state contest.



Who is telling the story? There are two clues that tell you who is talking. What are the clues? 2

39

FOCUS ON INFERENCE

After completing the page, say something like:

Yes, you figured out that the dog is talking. At first, I thought it was the boy.

The book doesn't tell us who the speaker is, but the speaker said he was wearing a scarf and goggles.

Who is wearing a scarf and goggles? (the dog) You're good detectives. This story is being told by the dog!



- **1 Understand:** Identifying—Narrator (The dog is telling the story.)
- 2 Analyze: Drawing Conclusions; Apply: Inferring, Viewing (The story says he crawled out from under the bed. People patted him on the head. The story says mom threw a scarf around his neck and dad helped him put on goggles. In the picture, the dog is wearing the scarf and goggles.)

CHAPTER 2 INSTRUCTIONS

Students read Chapter 2 on their own.

Note: If you're working on an 8- to 11-Day Plan, you will read Chapter 2 with students.

COMPREHENSION PROCESSES

Remember, Understand, Apply

PROCEDURES FOR READING ON YOUR OWN

1. Getting Ready

Have students turn to Chapter 2 on page 40.

2. Setting a Purpose

Explaining, Identifying—Who

Before students begin reading, say something like:

On page 40, you're going to read a newspaper article.

Read to find out the answers to these questions:

- Who won Best in Show at the State Contest?
- What did John and his parents say?
- What happened when Sir Henry and John got back to their community?

Before you start reading, look at the picture on page 40.

What does the picture show? (a dog and a trophy)

Here's a clue for you as you read. The trophy is very important in the rest of the story.

3. Reading on Your Own: Partner or Whisper Reading

- Have students take turns reading every other page with a partner or have students whisper read on their own.
- Continue having students track each word with their fingers.
- Have students ask themselves or their partners the gray text questions.

For Whisper Reading, say something like:

Everyone, turn to page 40. This is where you're going to start reading on your own—without me. Please whisper read with your finger, so I can see where you are in your work.

Turn to page 42. That's where you are going to stop reading.

For Partner Reading, say something like:

Everyone, turn to page 40. This is where you're going to start Partner Reading.

Where are you going to sit? (at our desks, side by side)

You will take turns reading pages. If you are the listener, what will you do? (keep my book flat, follow with my finger, compliment my partner)

If you are the reader, what will you do? (keep my book flat, finger track, read quietly)

Turn to page 42. That's where you are going to stop reading.

4. Comprehension and Skill Work

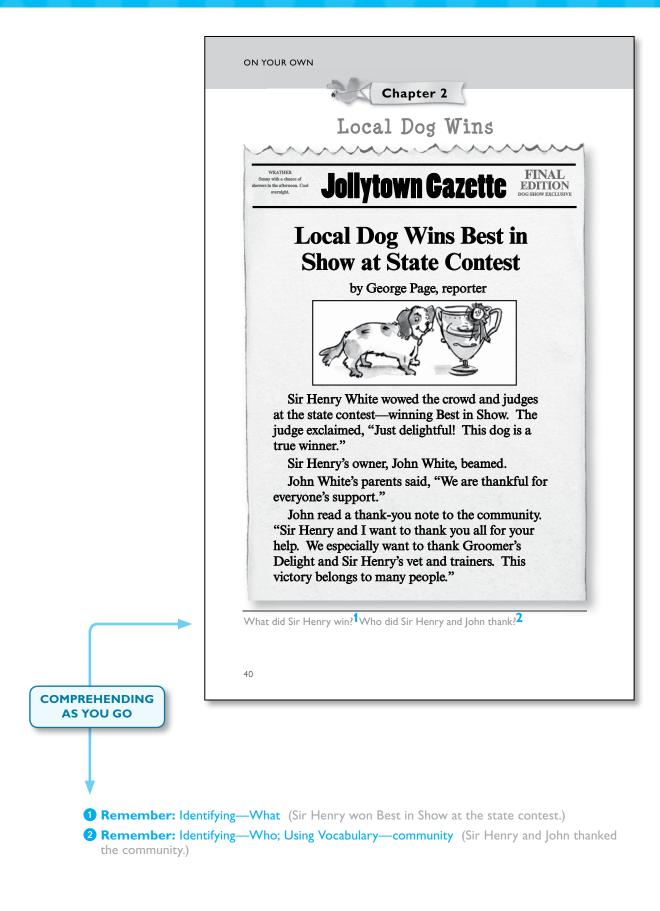
For students on a 6-Day Plan, tell them they will do Comprehension and Skill Activities 1 and 2 after they read Chapter 2 on their own. Guide practice, as needed. For teacher directions, see pages 27 and 28. (For 8- to 11-Day Plans, see the Lesson Planner, page 9.)

5. Homework 1: Repeated Reading

PREP NOTE

Setting a Purpose

Write questions on a chalk board, white board, or large piece of paper before working with your small group.



SIR HENRY

When we got home, John and I took a long walk through the neighborhood. Everywhere we went, people congratulated us. I carried the trophy with me. The firefighters let me sit on their truck so they could get a picture of me.

When we got to the pet store, the owner gave me a bone. John carefully put the trophy where I could watch it while I chewed on the bone.



Why did everyone in the neighborhood *congratulate* Sir Henry? How did Sir Henry feel about his trophy? How can you tell?

41

COMPREHENDING AS YOU GO

- **1 Apply:** Inferring; Explaining; Defining and Using Vocabulary—congratulate (They congratulated him because they were happy he won. They were proud of him . . .)
- 2 Apply: Inferring, Explaining (He was proud of it . . .)
- 3 Apply: Inferring, Explaining (He carried it around with him. He watched it all the time . . .)

ON YOUR OWN

As soon as the kids in the park saw us, they dashed over to see us. They admired the trophy.

Even the groundskeeper stopped mowing the lawn to congratulate us. John and I took a long victory walk through the neighborhood. Before going home, we stopped and talked at the butcher shop, the bakery, and the police station.



Sir Henry and John took a *victory* walk through the neighborhood. What do you think a victory walk is? People in the *community* congratulated Sir Henry. Who were some of these people?

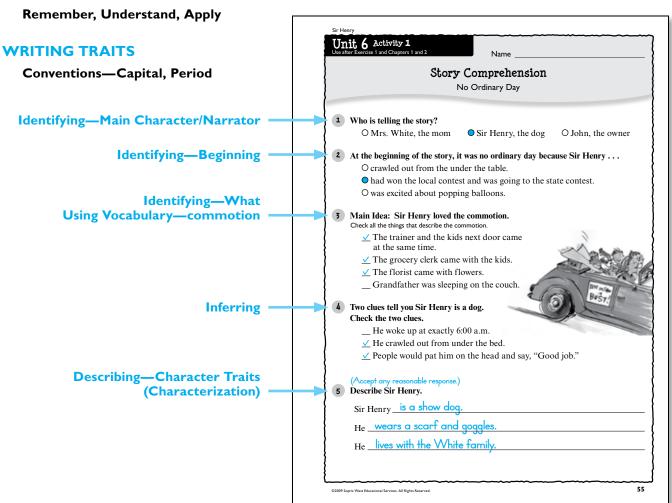
42

COMPREHENDING AS YOU GO

- **1** Apply: Inferring; Understand: Defining and Using Vocabulary—victory (You go on a victory walk when you win something . . .)
- **2 Understand:** Explaining; Using Vocabulary—community, congratulate (People in the community who congratulated Sir Henry were the firefighters, the kids, the groundskeeper . . .)

STORY COMPREHENSION

COMPREHENSION PROCESSES



PROCEDURES

For each step, demonstrate and guide practice, as needed. Then have students complete the page independently.

1. Selection Response—Basic Instructions (Items 1, 2, 4)

- Have students read each sentence starter or question, then fill in the bubble or check the blank with the correct answer.
- Think aloud with students and discuss the multiple-choice options, as needed.
- Remind students to put a period at the end of the sentences.

2. Main Idea: Selection Response—Basic Instructions (Item 3)

Have students read the main idea statement and check the correct responses.

3. Characterization: Sentence Completion (Item 5)

Have students complete the sentences to describe Sir Henry's characteristics. Remind them to use capitals and periods.

Self-monitoring

Have students check and correct their work.

PASSAGE READING FLUENCY

FLUENCY

Accuracy, Expression, Rate

PROCEDURES

For each step, demonstrate and guide practice, as needed. Then have students complete the page independently.

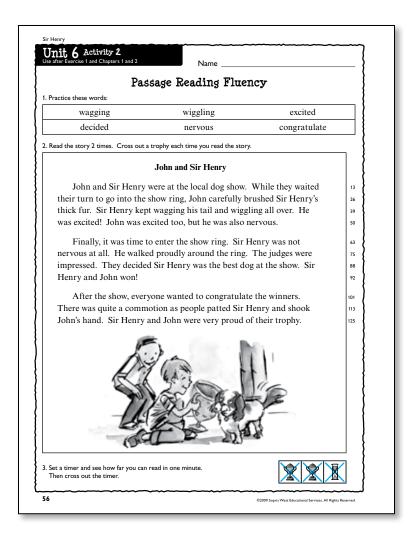
Passage Reading—Basic Instructions

- Have students read the practice words.
- Have students finger track and whisper read the story two times the first time for accuracy and the second time for fluency. Have students cross out a trophy each time they finish.
- Have students do a one-minute Timed Reading and cross out the timer.

ACCURACY PRECEDES RATE

(Reminder)

Students should read the story with a high degree of accuracy before proceeding to Timed Readings. Reading for increased rate before establishing a high degree of accuracy may encourage students to guess at words.



1 SOUND REVIEW

Have students read the sounds and key word phrases. Work for accuracy, then fluency.

2 ACCURACY AND FLUENCY BUILDING

C1. Related Words

For each group of words, tell students the related word. Then have them read the words.

All the words in the first group are related to the word *report*. Read the words.

The next words are related to . . .

D1. Word Endings

Have students read any underlined word, then the word with the ending.

Note: Tell students that you change the \underline{y} to \underline{i} when you add \underline{ed} to "study."

E1. Tricky Words

• For each Tricky Word, have students identify known sounds or word parts. Use the word in a sentence to help with pronunciation.

neighbors

Look at the first word. Say the word by parts with me. neigh-bors The people who live around us are called our . . . neighbors. Say the words two times. (neighbors, neighbors)

search Maddy lost her ring. She started to . . . search . . . for it.

English The language we are speaking is . . . English. group We are all working together in a . . . group. The sunset was very, very . . . beautiful.

E2. Story Words

For each word, tell students the underlined sound and have them read the word. Use the word in a sentence, as needed. Say something like:

retrace

The underlined sound is /sss/. Say the underlined sound. (/sss/)

Now read the word. (retrace)

We will walk back the same way we came. We will . . . retrace . . . our steps.

officer Jack needed help, so he found a police . . . officer.

excited We were . . . excited . . . about going to the seashore.

3 WORDS IN CONTEXT

MULTISYLLABIC WORDS

For each word, have students read each syllable, finger count, then read the whole word. Use the word in a sentence, as appropriate.

ACCURACY AND FLUENCY BUILDING

(Reminder)

- For each task, have students say any underlined part, then read the word.
- Set a pace. Then have students read the whole words in each task and column.
- Provide repeated practice, building accuracy first, then fluency.



5 MORPHOGRAPHS AND AFFIXES

- Remind students that a morphograph is a word part that means something.
- ★Introduce "bi = two."
- Have students read each word and what it means.
- For Row B, have students read the underlined part, then the word.

Unit 6 Exercise 2

Use before Chapters 3 and 4

1. SOUND REVIEW Have students review sounds for accuracy, then for fluency.

A	ge as in page	ew as in crew	-dge as in badge	O as in open	OW as in snow
В	ea	u_e	aw	ue	ar

2. ACCURACY AND FLUENCY BUILDING For each column, have students say any underlined part, then read each word. Next, have students read the whole column.

A1 New Sound Practice	B1 Bossy <u>E</u>	C1 Related Words	D1 Word Endings	E1 Tricky Words
charge	qu <u>i</u> te	report	<u>impress</u> ed	neighbors
oran <u>ge</u>	adm <u>i</u> re	reports	dragged	search
ju <u>dge</u> d	sp <u>o</u> ke	reported	<u>gather</u> ed	English
<u>Ge</u> rman	r <u>o</u> ses	reporter	<u>groom</u> er	group
Mixed Practice morning doubt twelve solve Wong	B2 Mixed Review steps corner low mind showed store	distress distressed distressing disappear disappears disappeared	<u>bake</u> r <u>plead</u> ed study studied	beautiful E2 Story Words retrace officer excited

 $\textbf{3. WORDS IN CONTEXT} \ \ \text{Have students use the sounds and word parts they know and then the sentence to pronounce each underlined word.}$

A	li•brar•i•an	Miss Tam was a <u>librarian</u> before she retired.
В	flor•ist	Dad got Mom some roses from the <u>florist</u> .

4. MULTISYLLABIC WORDS Have students read and finger count each word part, then read each whole word.

A	Span•ish	Spanish	com•ments	comments
В	vol•un•teers	volunteers	prob•lems	problems
C	ap•pe•tite	appetite	bar•ber	barber
D	in•for•ma•tion	information	our•selves	ourselves

5. MORPHOGRAPHS AND AFFIXES Have students practice reading "bi = two" and related words. For Row B, have students read the underlined part, then the word.

A	\star bi = two \underline{bi} cycle = two wheels		\underline{bi} colored = two colors		
В	thank <u>ful</u>	commo <u>tion</u>	<u>ex</u> hausted	<u>un</u> turned	

BUILDING MASTERY

(Reminder)

For each task, have students work first on accuracy and then on fluency. Have fun!
Practice words multiple times in varied ways. Have students whisper the words, squeak the words, and read the sounds and words in a rhythm.

GENTLE CORRECTIONS

If you hear an error, write the word on the board.

Have all students identify the difficult sound and then blend the word.

Periodically, repeat practice of the difficult word.



36

©2009 Sopris West Educational Services. All Rights Reserved.

COMPREHENSION PROCESSES

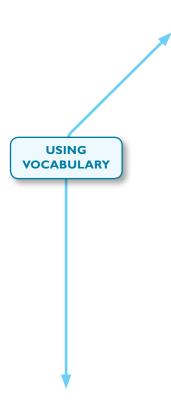
Remember, Apply

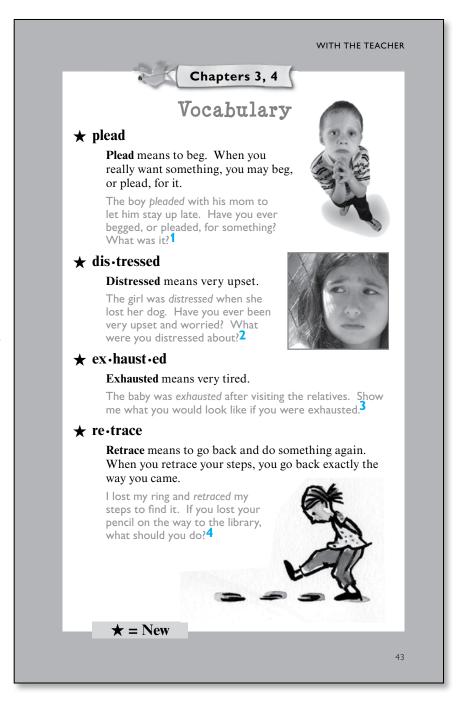
PROCEDURES

Introducing Vocabulary

★ plead ★ distressed
★ exhausted ★ retrace

For each vocabulary word, have students read the word by parts, then read the whole word. Read the student-friendly explanations to students as they follow with their fingers. Then have students use the vocabulary word by following the gray text and reviewing the photos and illustrations, as appropriate.





- **1** Apply: Making Connections; Using Vocabulary—plead (I pleaded for a video game. I pleaded for a puppy . . .)
- 2 Apply: Making Connections; Using Vocabulary—distressed (I was distressed when my brother had to go to the hospital. I was distressed when my mom lost her job . . .)
- 3 Apply: Demonstrate; Using Vocabulary—exhausted
- 4 Apply: Using Vocabulary—retrace (I should retrace my steps and look for it.)

CHAPTER 3 INSTRUCTIONS

Students read Chapter 3 with the teacher and Chapter 4 on their own. *Note*: If you're working on an 8- to 11-Day Plan, you will read Chapter 4 with students.

COMPREHENSION PROCESSES

Remember, Understand, Apply

PROCEDURES

1. Reviewing Chapters 1 and 2

Using Vocabulary—community, victory, congratulate

• Have students turn to page 40. Quickly discuss the questions from Chapter 2, Setting a Purpose. Say something like:

Yesterday, you read Chapter 2 on your own. Let's see what you found out.

- Who won Best in Show at the State Contest? (Sir Henry)
- What did John and his parents say? (They thanked the community.)
- What happened when Sir Henry and John got back to their community? (They took a victory walk. Everyone congratulated Sir Henry.)

2. Introducing Chapter 3

Identifying—Title; Defining and Using Vocabulary—distressed; Predicting

Have students turn to page 44. Discuss the title. Say something like:

What's the title of this chapter? (A Distressing Day)

What does distressing mean? (Distressing means very upset.)

So what do you think might happen in this chapter? (Someone is going to get distressed, something is going to happen to Sir Henry . . .)

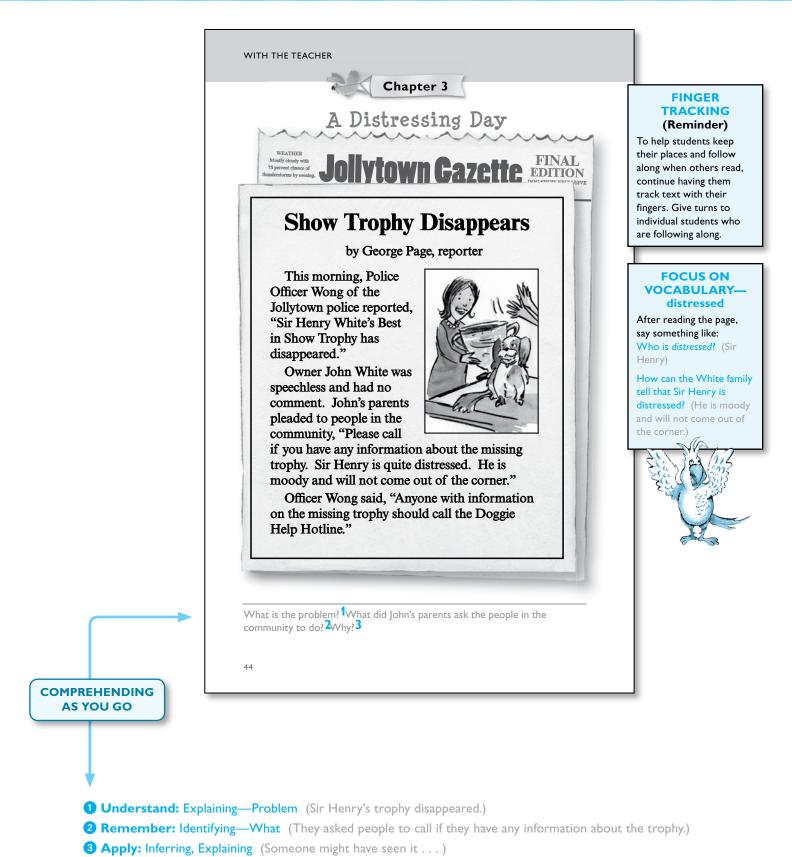
3. First Reading

- Ask questions and discuss the story as indicated by the gray text.
- Mix group and individual turns, independent of your voice. Have students work toward a group accuracy goal of 0–2 errors. Quietly keep track of errors made by all students in the group.
- After reading the story, practice any difficult words. Reread the story if students have not reached the accuracy goal.

4. Second Reading, Timed Readings: Repeated Reading

- As time allows, have students do Timed Readings while others follow along.
- Time individuals for 30 seconds and encourage each child to work for a personal best.
- Determine words correct per minute. Record student scores.





SIR HENRY

I could not believe that my trophy was gone.

I went to bed that night without eating. I had lost my appetite. John tried to help. He said, "Don't worry, Sir Henry. Officer Wong has called on community volunteers to help find your trophy. We will leave no



John told Sir Henry that the community volunteers would leave no stone unturned. What does that mean? 1

45

COMPREHENDING AS YOU GO

1 Apply: Inferring; Understand: Defining (It means they will look everywhere. It means they will look under every stone . . .)

CHAPTER 4 INSTRUCTIONS

Students read Chapter 4 on their own.

Note: If you're working on an 8- to 11-Day Plan, you will read Chapter 4 with students.

COMPREHENSION PROCESSES

Remember, Understand, Apply

PROCEDURES FOR READING ON YOUR OWN

1. Introducing Chapter 4 and Reviewing Genre, Mystery

Identifying—Problem; Predicting

• Have students turn to page 46.

Turn to page 46. This chapter is called "The Search."

This story is a mystery.

In a mystery, there's a problem that needs to be solved.

What is the problem in this story? (Sir Henry's trophy is missing.)

What do you think people are going to do in this chapter? (look for the trophy)

2. Setting a Purpose

Identifying—Who; Explaining

Before students begin reading, say something like:

As you read the next pages, try to answer:

- Who organized the search?
- Who helped with the search?
- What did Sir Henry and John do to look for the trophy?

3. Reading on Your Own: Partner or Whisper Reading

- Have students take turns reading every other page with a partner or have students whisper read on their own.
- Continue having students track each word with their fingers. *Note:* At this reading level, Finger Tracking allows you to monitor student engagement and increases accuracy and fluency.
- Have students ask themselves or their partners the gray text questions.

4. Comprehension and Skill Work

For students on a 6-Day Plan, tell them they will do Comprehension and Skill Activities 3 and 4 after they read Chapter 4 on their own. Guide practice, as needed. For teacher directions, see pages 40 and 41. (For 8- to 11-Day Plans, see the Lesson Planner, page 9.)

5. Homework 2: Repeated Reading



PREP NOTE

Setting a Purpose

Write questions on a chalkboard, white board, or large piece of paper before working with your small group.

ON YOUR OWN

Chapter 4

The Search

It seemed like the whole community showed up to search for my trophy. There were a lot of people—the butcher, the baker, and the neighborhood kids. The barber, my groomer, my trainer, the florist, and the librarian all showed up. Some were old friends and some were new neighbors. I was impressed!

Officer Wong took charge. She gathered everyone together and gave each group a map. Everyone studied their maps. One group spoke in Spanish, another in German, and others just spoke plain ordinary English. There was no doubt in my mind that they all wanted to help.



Who is helping to look for the trophy? 1 Why is Sir Henry impressed by the search for his trophy? 2

46

COMPREHENDING AS YOU GO

- **1 Remember:** Identifying—Who; Using Vocabulary—community (Everyone in the community is helping—the barber, the butcher, the baker . . .)
- 2 Apply: Inferring; Explaining; Using Vocabulary—impressed (Sir Henry is impressed because so many people came to help.)

SIR HENRY

Officer Wong told John and me to retrace our steps. The victory walk in the neighborhood was the last time we had the trophy.

Here's the map that John and I used.



We walked, and walked, and walked.

- 1 The trophy was not at the fire station.
- 2 The trophy was not at the pet store.
- 3 The trophy was not at the park.
- The trophy was not at the butcher's shop or the bakery.
- 5 Our last stop was the police station.

Where did John and Sir Henry look for the trophy? Let's retrace their steps on the map. 2

47



- 1 Understand: Summarizing, Sequencing (First they looked at the fire station, then at the pet store, then at the park, then the butcher's shop and bakery. The last stop was the police station.)
- 2 Apply: Demonstrating; Using Maps; Viewing; Using Vocabulary—retrace

ON YOUR OWN

We were exhausted. With our heads hanging low, we dragged ourselves into the station.

Twelve beautiful orange roses sat on the clerk's desk. I started to admire the flowers when . . . I heard myself bark.

Oh, my! I couldn't believe my eyes! The roses were sitting in my trophy!



What did Sir Henry do when he saw the orange roses? 1 What were the roses in? 2 Was Sir Henry's problem solved? 3 There is still a mystery. What is it? 4

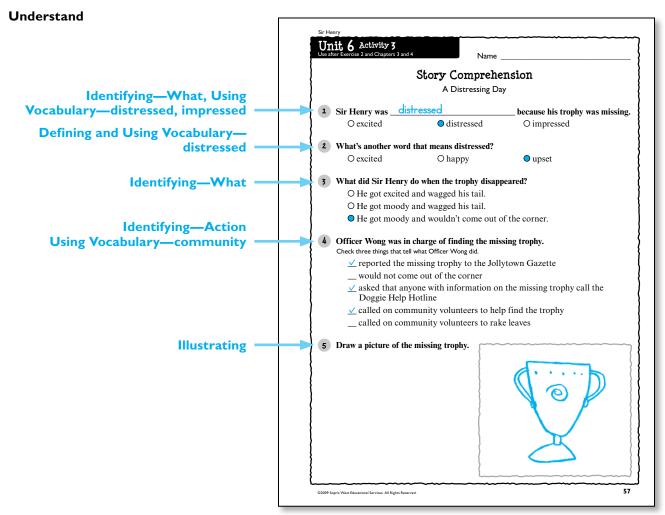
48

COMPREHENDING AS YOU GO

- **1 Remember:** Identifying—What (Sir Henry started to admire the roses.)
- 2 Remember: Identifying—What (The roses were in his trophy.)
- **3 Understand:** Explaining—Solution (Yes, he found his trophy.)
- 4 Apply: Inferring, Explaining (The mystery is how his trophy ended up at the police station with roses in it.)

STORY COMPREHENSION

COMPREHENSION PROCESSES



PROCEDURES

For each step, demonstrate and guide practice, as needed. Then have students complete the page independently.

1. Selection Response—Basic Instructions (Items 1–4)

- Have students read each sentence or question, then fill in the bubble and/or blank with the correct answer.
- Think aloud with students and discuss the multiple-choice options, as needed.

2. Illustrating—Basic Instructions (Item 5)

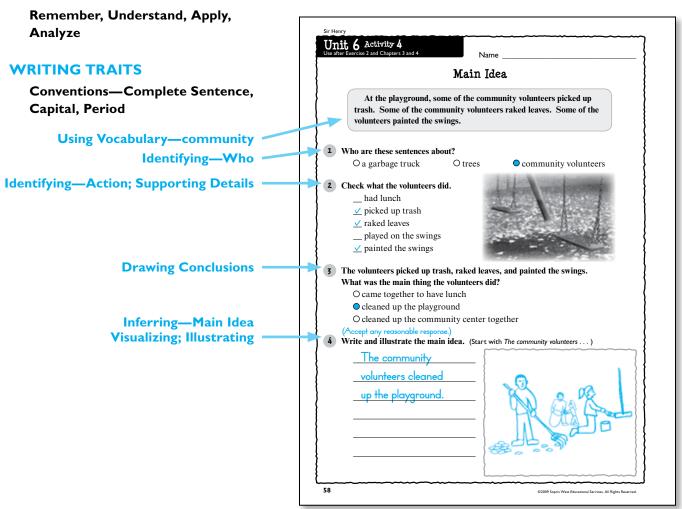
Have students draw a picture of the missing trophy.

Self-monitoring

Have students check and correct their work.

MAIN IDEA

COMPREHENSION PROCESSES



PROCEDURES

For each step, demonstrate and guide practice, as needed. Then have students complete the page independently.

1. Main Idea: Selection Response—Basic Instructions (Items 1–3)

- Have students read the paragraph in the box.
- Have students read the questions, then fill in the bubbles and/or check the correct answers.

2. Main Idea: Sentence Writing, Illustrating—Basic Instructions (Item 4)

Have students write the main idea sentence. Remind them to use a capital and a period. Then have students draw a picture of the main idea.

Who is the paragraph about? (the community volunteers)

What did you learn about the community volunteers? (They cleaned up the playground.)

What should we start our sentence with? (The community volunteers)

What can you write for the main idea? (The community volunteers cleaned up the playground.)

1 SOUND REVIEW

Use selected Sound Cards from Units 1-6.

2 ACCURACY AND FLUENCY BUILDING

- For each task, have students say any underlined part, then read the word.
- Set a pace. Then have students read the whole words in each task and column.
- Provide repeated practice, building accuracy first, then fluency.

D1. Word Endings

Have students read any underlined word, then the word with an ending. *Note:* Tell students that you drop the <u>e</u> when you add *-ing* to "dine" and "change."

E1. Tricky Words

- For each Tricky Word, have students identify known sounds or word parts. Use the word in a sentence to help with pronunciation.
- If the word is unfamiliar, tell students the word. Then have students say, spell, and say it.

buys

Try to sound out the first Tricky Word in your head.

Thumbs up when you know the word. Use my sentence to help you pronounce the word. Sometimes when we go to the store, my mom . . . buys . . . me a treat. Spell buy. $(\underline{b}-\underline{u}-\underline{y})$ Read the word five times. (buys, buys, buys, buys, buys)

discovers

Look at the next word. Say the word by parts with me. dis-cov-ers In the book, Zack finds a cave no one knew about. He . . . discovers . . . a cave. Read the word two times. (discovers, discovers)

events Lots of things were going on at the state fair. There were many . . . events.

front The Table of Contents is found in the . . . front . . . of a book.

puts After my sister is done playing with her toys, she always . . . puts . . . them away.

table Our classroom has many chairs and a round . . . table.

MULTISYLLABIC WORDS

• For each word in Row A, have students read each syllable, finger count, then read the word. Use the word in a sentence, as appropriate.

polishes
silver
3 syllables
2 syllables
My dad waxes and ... polishes ... the car.
Shelly has a special pen that writes in ...

silver . . . ink.

dollar 2 syllables Juan spent almost all his money. He had

one . . . dollar . . . left.

September 3 syllables School starts in the month of . . . September.

- For Row B, have students read each whole word.
- Repeat practice on whole words, building accuracy, then fluency.

4 WORDS IN CONTEXT

- Tell students to use the sounds and word parts they know and then the sentences to figure out how to say each word. Assist, as needed.
- Have students read each word part, the whole word, then the sentence.

WORDS CORRECTION PROCEDURE

If students make an error, write the word on the board. Draw loops under each syllable and guide practice with your hand. Have students say each syllable, then read the whole word.

Sir Henry

Unit 6 Exercise 3

1. SOUND REVIEW Use selected Sound Cards from Units 1–6.

2. ACCURACY AND FLUENCY BUILDING For each column, have students say any underlined part, then read each word. Next, have students read the whole column.

A1 New Sound Practice	B1	C1	D1	E1
	Bossy <u>E</u>	Mixed Practice	Word Endings	Tricky Words
orange rummage edge dodge George Page	vases White shared sale B2 Buildups be begin beginning beginnings	found clue leads afternoon opened during shelf station retrace	happened gathered walking florists dine dining change changing	buys discovers events front puts table

 $\textbf{3. MULTISYLLABIC WORDS} \ \ \text{Have students read and finger count each word part, then read each whole word.} For Row C, have students read each whole word.}$

A	pol•ish•es	polishes	sil•ver	silver
B	dol•lar	dollar	Sep•tem•ber	September
C	community	victory	thankful	information

4. WORDS IN CONTEXT Have students use the sounds and word parts they know and then the sentences to pronounce each underlined word.

A	se•lect	I get to choose my birthday cake. I always select chocolate.
В	de•li•vers	The mailman delivers letters and packages each day.
C	ac•cord•ing	According to the news report, it will rain today.
D	to•mor•row	I can't go today, but Mom said I can go tomorrow.
E	Fri•day	My brother is going to a birthday party on Friday.



©2009 Sopris West Educational Services. All Rights Reserved.

LEARNING FROM MISTAKES

(Reminder)

Mistakes are an important part of learning!

- If you hear a mistake, say something like:
 Oops, that was hard, but we can get it!
- Demonstrate or guide students on the correct skill or strategy (sound, sounding out, reading a word by parts . . .).
- Have the group practice the skill.
- Make sure the individual who made the mistake has an opportunity to demonstrate that he or she worked hard and got it.
- Give descriptive feedback.

37

[Sienna], you worked hard and now you can read the Tricky Word front.



COMPREHENSION PROCESSES

Apply

PROCEDURES

Introducing Vocabulary

popular ★ sulk
★ chain of events

For each vocabulary word, have students read the word by parts, then read the whole word. Read the student-friendly explanations to students as they follow with their fingers. Then have students use the vocabulary word by following the gray text and reviewing the photos and illustrations, as appropriate.

USING
VOCABULARY

SIR HENRY Chapters 5, 6 Vocabulary pop·u·lar Something is popular when many people like it. Our local restaurant is very popular. What do you know about the restaurant? ★ sulk Sulk means to show that you are unhappy. People often sulk by pouting and not talking. Mom said that we could not stay up late. We were so unhappy that we sulked. What do some kids do when they can't have their way?2 Idioms and Expressions ★ chain of e · vents A chain of events is a series of things that happen in a certain order. Each thing causes the next thing to happen. Minnie Bird screeched. Miss Tam jumped and spilled the milk. Old Scraggly Cat walked through the milk and left paw prints all over the house. What was the chain of events? $\star = \text{New}$ 49

- 1 Understand: Defining and Using Vocabulary—popular (Many people like the restaurant.)
- 2 Apply: Using Vocabulary—sulk (Some kids sulk when they can't have their way.)
- **3 Apply:** Using Idioms and Expressions—chain of events (The chain of events was the bird screeched, Miss Tam spilled the milk, then the cat left paw prints all over the house.)

CHAPTER 5 INSTRUCTIONS

Students read with the teacher. (The remainder of "Sir Henry" is read with the teacher.)

COMPREHENSION PROCESSES

Remember, Understand, Apply

PROCEDURES

1. Reviewing Chapter 4

Identifying—Who, Using Vocabulary—community, retrace

Have students turn to page 46. Quickly discuss the questions from Chapter 4, Setting a Purpose. Say something like:

Yesterday, you read Chapter 4 on your own. Let's see what you found out.

- Who organized the search? (Officer Wong organized the search.)
- Who helped with the search? (Many people from the community helped—the butcher, the baker, the neighborhood kids, the barber, groomer, trainer, florist, and librarian.)
- What did Sir Henry and John do to look for the trophy? (They retraced their steps.)

2. Introducing Chapter 5

- Have students read the chapter title.
- Ask the gray text questions under the chapter title.

3. First Reading

- Ask questions and discuss the story as indicated by the gray text.
- Mix group and individual turns, independent of your voice. Have students work toward a group accuracy goal of 0–4 errors. Quietly keep track of errors made by all students in the group.
- After reading the story, practice any difficult words. Reread the story if students have not reached the accuracy goal.

CORRECTING DECODING ERRORS

During story reading, gently correct any error, then have students reread the sentence.

4. Second Reading, Short Passage Practice: Developing Prosody

- Demonstrate expressive, fluent reading of the first two paragraphs.
 Listen to my expression as I read the part where Officer Wong is talking to the reporters. I'm going to make it sound like she is being very professional.
 "Officer Wong: Good morning, I am happy..."
- Guide practice with your voice.
- Provide individual turns while others track with their fingers and whisper read.
- Repeat with one paragraph at a time.

5. Partner Reading or Whisper Reading: Repeated Reading

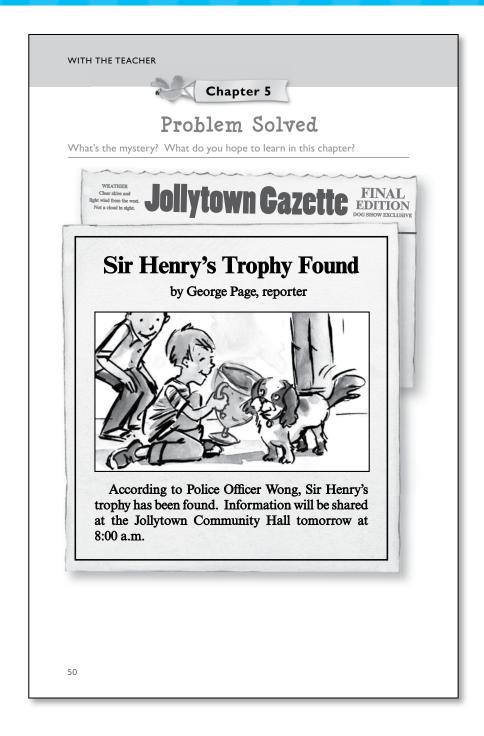


Before beginning independent work, have students finger track and do Partner or Whisper Reading.

6. Comprehension and Skill Work

Tell students they will do Comprehension and Skill Activities 5 and 6 after they read Chapter 5. Guide practice, as needed. For teacher directions, see pages 50 and 51.

7. Homework 3: Repeated Reading



SIR HENRY

People from all over gathered at the community hall to find out what had happened to my trophy.

Officer Wong opened the meeting.

Officer Wong: Good morning. I am happy to

report that Sir Henry's Best in Show trophy has been found.

It was on the front desk of the Jollytown Police Station. Any

questions?

Reporter: Officer, why was the trophy at

the police station?

Officer Wong: It was the clerk's birthday.

Reporter: What does that have to do with

the missing trophy?

Officer Wong: Orange roses were in the

trophy.

Reporter: But what were the roses doing

in the trophy?

Officer Wong: Let me tell you about the chain

of events.

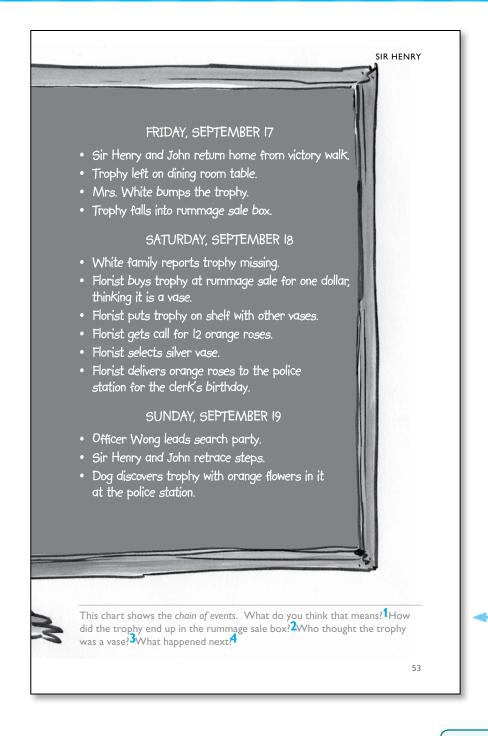
Where was the trophy found? 1We don't know how the roses got in the trophy or how the trophy got to the police station. What do you think happened? 2

51

COMPREHENDING AS YOU GO

- **1** Remember: Identifying—Where (The trophy was at the police station.)
- **2** Apply: Inferring, Explaining (Sir Henry left his trophy at the police station and the clerk put her flowers in it. The police found the trophy and put flowers in it to surprise Sir Henry . . .)



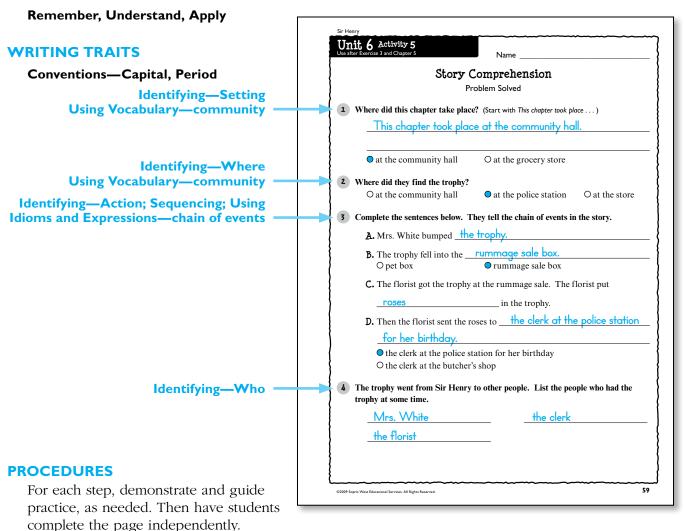


- 1 Understand: Defining and Using Idioms and Expressions—chain of events (A chain of events is a series of things that happen in a certain order.)
- **2 Understand:** Explaining (Mrs. White bumped into it and it fell off the table.)
- **3 Remember:** Identifying—Who (The florist thought the trophy was a vase.)
- 4 Understand: Explaining (The florist put flowers in the trophy and delivered it to the police station.)

COMPREHENDING AS YOU GO

STORY COMPREHENSION

COMPREHENSION PROCESSES



1. Selection Response—Basic Instructions (Items 1, 2, 3B, 3D)

- Have students read each sentence or question, then fill in the bubble and/or blank with the correct answer.
- Think aloud with students and discuss the multiple-choice options, as needed.
- Remind students to put a period at the end of the sentences.

2. Sentence Completion—Basic Instructions (Items 3A, 3C)

Have students read the question and sentence starters. Have them write answers that correctly complete the sentences. Remind students to put a period at the end of sentences.

3. Making Lists—Basic Instructions (Item 4)

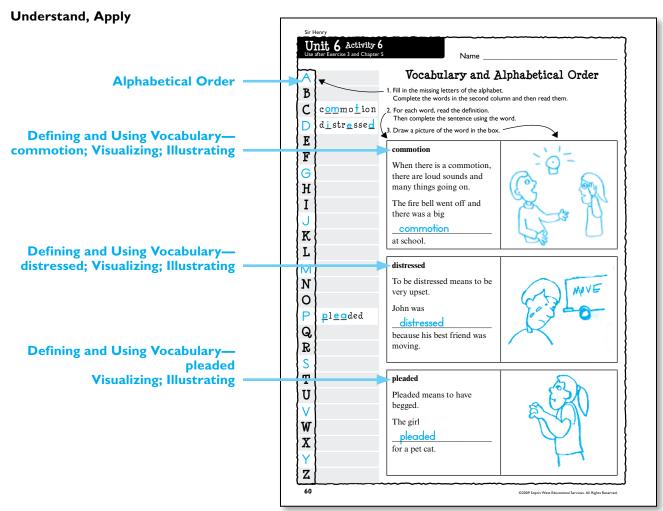
- Have students read the directions and brainstorm possible answers.
- Have students write the answers in the blanks.
- Remind students they can look back in their storybook if they need to.

Self-monitoring

Have students check and correct their work.

VOCABULARY and ALPHABETICAL ORDER

COMPREHENSION PROCESSES



PROCEDURES

For each step, demonstrate and guide practice, as needed. Then have students complete the page independently.

Alphabetical Order—Basic Instructions

- Have students read the letters in the alphabet column and fill in the missing letters.
- Have students fill in the blanks for the vocabulary words in the column.

Vocabulary: Sentence Completion, Illustrating—Basic Instructions

- Have students read the vocabulary words and definitions.
- Have students read the sample sentences and fill in the blanks. Have students visualize and draw a picture of each sentence.

Self-monitoring

Have students check and correct their work.

JUST FOR FUN • CREATE YOUR OWN "MISSING TROPHY" POSTER



PROCEDURES

Illustrating—Specific Instructions

As time allows, have students draw a picture of Sir Henry's missing trophy and add any other information they wish.

JUST FOR FUN

Your students may enjoy seeing these pictures of the real Sir Henry, who really does ride around in a convertible. He lives in Hawaii with his brother Sir Winston.



1 SOUND REVIEW

Have students read the sounds and key word phrases.

Read the sounds and the phrases. ($/\bar{e}\bar{e}\bar{e}/$ as in baby, $/\bar{o}\bar{o}/$ as in flute . . .)

PACING

Exercises 4a and 4b should take about 20 minutes.

2 ACCURACY AND FLUENCY BUILDING

- For each task, have students say any underlined part, then read the word.
- Set a pace. Then have students read the whole words in each task and column.
- Provide repeated practice, building accuracy first, then fluency.

B1. Shifty Words

- Tell students that one sound changes a word.
- For each word, have students say the underlined sound, then read the word.

C1. Reading by Analogy

Have students figure out how to say -al by reading other words they know.

Read the first word. (animal)

What does -al say in animal? (/ul/)

Read the underlined sound and then the whole word.

(/ul/, animal; /ul/, national; /ul/, final)

Read each word two times. (animal, animal; national, national; final, final)

E1. Tricky Words

- For each Tricky Word, have students identify known sounds or word parts. Use the word in a sentence to help with pronunciation.
- If the word is unfamiliar, tell students the word. Then have students say, spell, and say it.

country

Look at the first word. Say the word by parts with me. country Ghana is a . . . country. Spell country. (c-o-u-n-t-r-y)
Read the word three times. (country, country, country)

full

Try to sound out the next Tricky Word in your head.

Thumbs up when you know the word. Use my sentence to help you pronounce the word.

I ate a very big breakfast. Now I am . . . full. Spell full. (<u>f-u-l-l</u>)

Read the word five times. (full, full, full, full, full)

been

Where have you . . . been?

E2. Story Words

Tell students the underlined sound, then have them read the word.

3 WORDS IN CONTEXT

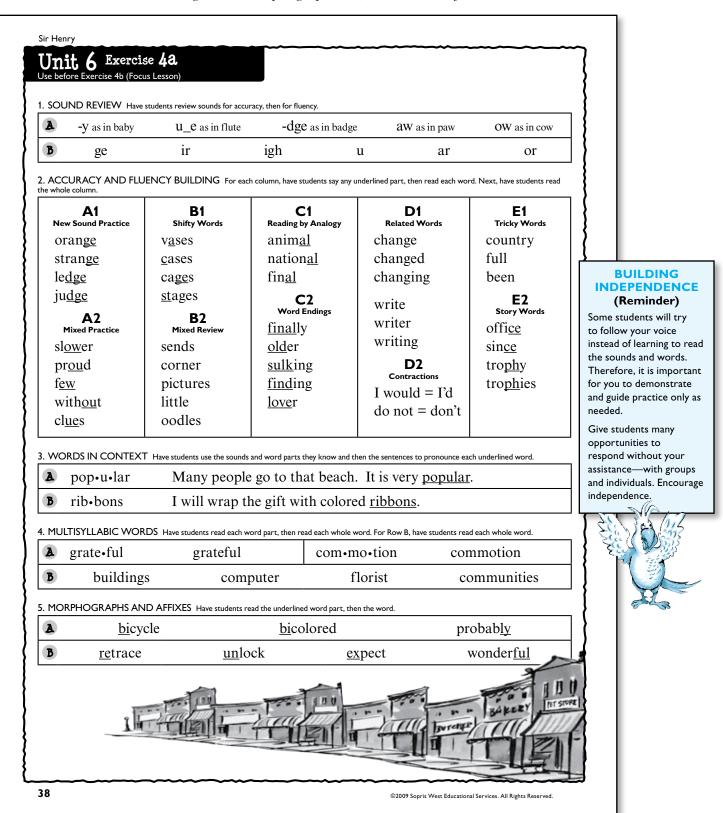
Tell students to use the sounds and word parts they know and then the sentences to figure out how to say each word.

4 MULTISYLLABIC WORDS

- For each word in Row A, have students read each syllable and then read the word. Use the word in a sentence, as appropriate.
- For Row B, have students read each whole word.

6 MORPHOGRAPHS AND AFFIXES

- Have students read the underlined part, then the word.
- Review the meaning of the morphographs bi-, re-, un-, and -ful, as time allows.



FOCUS LESSON Skills and

Strategies

FROM STORY MAP TO WRITTEN RETELL

PURPOSE

The purpose of this lesson is to provide explicit instruction in how to use a story map to complete the middle of a written retell. The lesson prepares students for Comprehension and Skill Work. Students do not write in their books but will watch and respond as you guide them through the lesson.

PREP NOTE

To demonstrate how to use a story map to complete a written retell, use an overhead of page 39 in students' Exercise Book 1, write on a transparency placed over the page, or use a paper copy.

COMPREHENSION PROCESSES

Remember, Understand, Apply

PROCEDURES

1 INTRODUCTION

Explain the purpose of the lesson. Say something like:

Today, we're going to learn how to use a story map to complete a written retell.

Remember, a story map and a written retell are both shortened versions of the story. Each has an introduction, a beginning, a middle, and an end—just like the story does.

You've used a story map to write the beginning and end of a written retell. Now we are going to learn to use the story map to write the *middle* of a written retell.

2 STORY MAP, MIDDLE

Identifying—Action; Explaining

Guide responses and demonstrate how to write each response.

Put your finger on the first box. This is the middle of the story map.

Let's complete the story map to tell what happened in the middle of the story.

Read the first event. (Sir Henry and John went...)

Where did they go? (on a victory walk)

So what should I write? (on a victory walk.)

Now let's read the second event. (Sir Henry's trophy went missing.)

Now read the third event. (Officer Wong...)

What did Officer Wong do? (organized a search party)

So what should I write in the blank? (organized a search party.)

The fourth event says that John and Sir Henry retraced their steps.

List three places they went. Where did they go? (to the fire station, to the pet store, to the bakery . . .)

3 STORY MAP TO WRITTEN RETELL, MIDDLE

Sequencing, Summarizing—Action

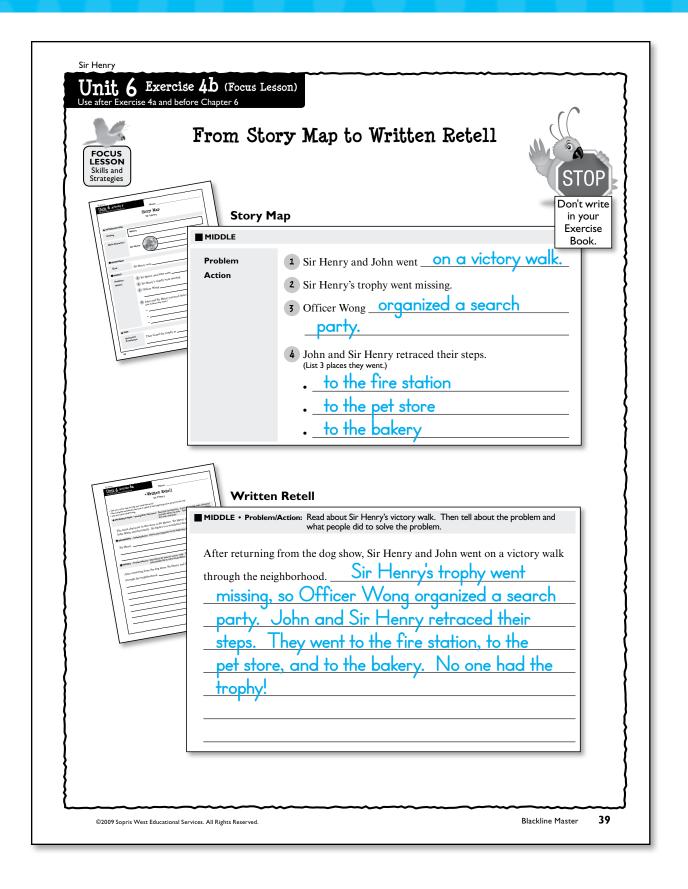
• Guide responses and demonstrate how to write each response.

Put your finger on the second box. That's the middle of the written retell.

We can use the information from story map to complete the middle of the written retell. The first sentence is done for us. Let's read it together. After returning from the dog show, Sir Henry and John went on a victory walk through the neighborhood.

Now look at Item 2 of your story map. What can we write next on our written retell? (Sir Henry's trophy went missing.)

- Repeat for the remaining events or actions in the middle of the story map.
- Have students read the middle of the written retell.



CHAPTER 6 INSTRUCTIONS

Students read Chapter 6 with the teacher.

COMPREHENSION PROCESSES

Understand, Apply, Evaluate

PROCEDURES

1. Reviewing Chapters 1-5

Have students quickly review how the story started, the problem, the search, and the resolution.

2. Introducing Chapter 6

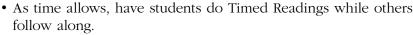
Identifying—Title; Predicting; Inferring

- Read and discuss the title. Say something like:
 What's the title of this chapter? (Six Years Later)
 What do you think this chapter will be about?
- Discuss the gray text questions under the chapter title.

3. First Reading

- · Ask questions and discuss the story as indicated by the gray text.
- Mix group and individual turns, independent of your voice. Have students work toward a group accuracy goal of 0–2 errors. Quietly keep track of errors made by all students in the group.
- After reading the story, practice any difficult words.
 Reread the story if students have not reached the accuracy goal.

4. Second Reading, Timed Readings: Repeated Reading



- Time individuals for 30 seconds and encourage each child to work for a personal best.
- Count the number of words read correctly in 30 seconds (words read minus errors). Multiply by two to determine words correct per minute. Record student scores.

5. Partner Reading: Repeated Reading



Have each partner read Chapter 6 before beginning independent work.

6. Comprehension and Skill Work: Repeated Reading

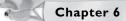
Tell students they will do Comprehension and Skill Activities 7 and 8 after they read Chapter 6. Guide practice, as needed. For teacher directions, see pages 63 and 64.

7. Homework 4: Repeated Reading





WITH THE TEACHER



Six Years Later

How has Sir Henry's life been eventful? What do you think he and John are doing six years after the trophy was won, lost, and found? 2

It's been six years since I won my first contest. The trophy case is now full. There are oodles of ribbons and six trophies—five for State and one for National Best in Show.

The White family and the whole community are proud of me. I am proud of me.

John and I still go for walks around our neighborhood. I'm older and slower now. Our little community has changed. There are a few more tall buildings. The vet has moved to a new office, and the florist is so busy that he had to get a bigger shop. Orange roses in trophy vases are very popular.

John spends a lot of time on the computer. He sends my pictures to dog lovers all over the country. I think he is writing a book about me. Awesome!

What's happened in the six years since Sir Henry won his first trophy!

54

COMPREHENDING AS YOU GO

- 1 Understand: Summarizing (He was a show dog. He won trophies. He lost his trophy, and the entire community tried to help him find it. He finally found his trophy.)
- **2 Understand:** Inferring (They probably take walks, pose for pictures, show off their trophies . . .)
- **3 Understand:** Summarizing (Sir Henry won lots of trophies. He is older and slower. There are more buildings in the town . . .)

SIR HENRY

I often think back to that day when I won my first trophy. I am grateful that I live in such a wonderful community. Without everyone's help, I couldn't have won the trophy. Without my community's help finding the trophy, I'd probably still be sulking in the corner.



Why is Sir Henry grateful that he lives where he does? Did you like the story about Sir Henry? Why or why not?

55



- **1 Understand:** Explaining; Using Vocabulary—community (Sir Henry is grateful that he lives in a community where everyone is helpful.)
- 2 Evaluate: Responding; Apply: Explaining (I liked this story because everyone in the community helped Sir Henry. I liked this story because Sir Henry and John worked together and were best friends. I didn't like the story because Sir Henry was kind of spoiled.)



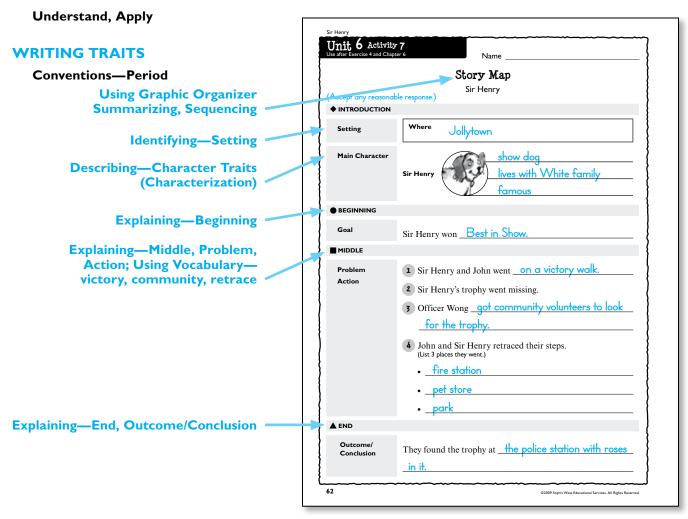
WITH THE TEACHER Story Retell Sir Henry Who told this story? 1 Where did most of the story take place?² At the beginning, what did Sir Henry want?³ In the middle of the story, a problem developed. What was the problem? 4 What actions did the characters take to solve the problem?5 What was the outcome? **COMPREHENDING AS YOU GO** How was the mystery solved? What lessons did Sir Henry learn about his community?8 57

- **1 Understand:** Explaining—Narrator (Sir Henry told this story.)
- 2 Understand: Explaining—Setting (It took place in Jollytown.)
- 3 Understand: Explaining—Beginning, Goal (Sir Henry wanted to win the state contest.)
- 4 Understand: Explaining—Middle, Problem (Sir Henry's trophy disappeared.)
- **5** Understand: Explaining—Action; Using Vocabulary—community, retrace (Sir Henry and John asked the community for help. They retraced their steps to look for the trophy.)

- **6 Understand:** Explaining—Outcome (They found the trophy at the police station.)
- **Understand:** Explaining; Using Idioms and Expressions—chain of events (Officer Wong outlined the chain of events.)
- 3 Understand: Explaining—Lessons; Using Vocabulary—community (Sir Henry learned that people in a community are willing to help others. He learned that when a community works together, it can solve problems.)

STORY MAP

COMPREHENSION PROCESSES



PROCEDURES

Use an overhead BLM copy of the story map to demonstrate and guide practice, as needed.

Story Map: Character Web, Sentence Completion—Basic Instructions

- Have students complete each section of the story map: introduction, beginning, middle, and end. Remind students to put a period at the end of a sentence.
- For some groups, provide students with time to complete each section before you move to the next.
- For more independent writers, demonstrate and guide how to complete the entire story map, then have students complete their own map independently.

WRITTEN RETELL

COMPREHENSION PROCESSES

Remember, Understand, Apply, Analyze

WRITING TRAITS

Organization—Sequence
Conventions—Complete Sentence,
Capital, Period
Presentation

Summarizing, Sequencing

Identifying—Setting, Main Character Describing—Main Character

Explaining—Beginning, Initiating Event

Explaining—Middle, Problem, Action
Using Vocabulary—
victory, neighborhood

PROCEDURES

Use an overhead BLM copy of the story map to demonstrate and guide how to create a written retell.

Written Retell—Specific Instructions

1. Demonstrate and guide students as they use the story map to write the introduction. Say something like:

We're going to use our story map to write a written retell, just like we

did in our Focus Lesson. A good written retell has an introduction, a beginning, a middle, and an end—just like the story does.

First, we're going to complete the introduction. Look at my story map. Where did the story take place? (in Jollytown)

Who is the main character? (Sir Henry)

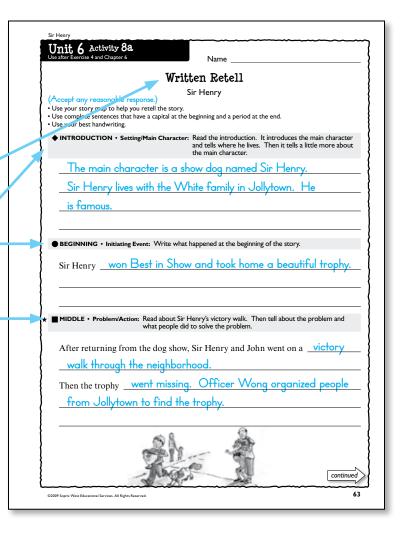
What does my story map say about him? (Sir Henry is a show dog. He lives with the White family.)

I'm going to use that information in my introduction.

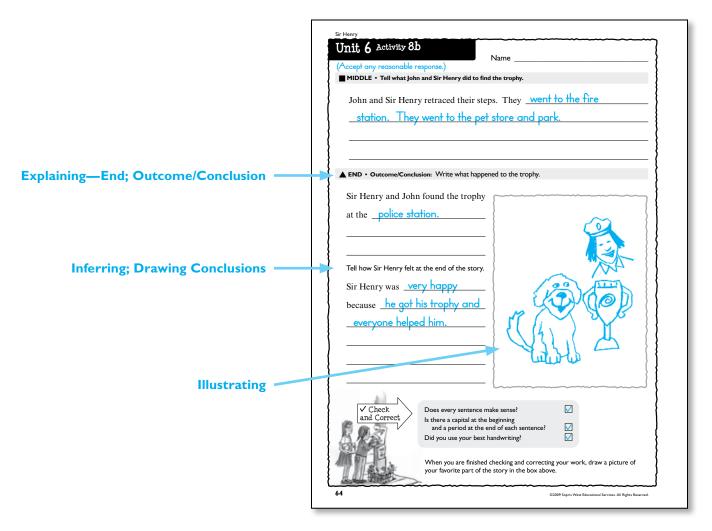
Let's start with, "The main character is . . . "

2. Repeat with the Beginning section of the retell. Say something like: Put your finger on the circle. Now we're going to write the beginning. Look at my story map. In the beginning of the story, what happened to Sir Henry? (Sir Henry won Best in Show.) So what should we write in the blank to complete the sentence in the written retell? Sir Henry . . . (won Best in Show)

3. Repeat with the Middle section of the retell, as needed.



WRITTEN RETELL (continued)



4. Repeat with the End section of the retell. Say something like:

Look at my story map. What happened in the end? (They found the trophy at the police station.) Put your finger on the triangle. Read and finish the sentence. (Sir Henry and John found the trophy at the . . . police station.)

So we'll write "police station" in the blank.

Have students brainstorm how they think Sir Henry felt at the end of the story. Encourage complete sentences in their oral responses and have them complete the sentence. Remind them to put a period at the end of the sentence.

5. Self-monitoring

Have students use the Check and Correct box to evaluate and fix their work, as needed.

6. Have students illustrate their favorite part of the story.

1 SOUND REVIEW

Use selected Sound Cards from Units 1-6.

2 SHIFTY WORD BLENDING

For each word, have students say the underlined sound. Then have them sound out the word smoothly and say it. Use the words in sentences, as appropriate.

3 ACCURACY AND FLUENCY BUILDING

- For each task, have students say any underlined part, then read the word.
- Set a pace. Then have students read the whole words in each task and column.
- Provide repeated practice, building accuracy first, then fluency.

B1. Reading by Analogy

Have students figure out how to say the open syllable \underline{e} by reading other words they know.

D2. Story Words

Tell students the underlined sound, then have them read the word.

E1. Tricky Words

- For each Tricky Word, have students identify known sounds or word parts. Use the word in a sentence to help with pronunciation.
- If the word is unfamiliar, tell students the word. Then have students say, spell, and say it.

put

Try to sound out the first Tricky Word in your head. Thumbs up when you know the word. Use my sentence to help you pronounce the word. When you are done playing with the game, please . . . put . . . the blocks away. Spell put. (\underline{p} - \underline{u} - \underline{t}) Read the word three times. (put, put, put)

humans

Look at the next word. Say the word by parts with me. hu-mans Another word for people is . . . humans. Spell humans. (<u>h-u-m-a-n-s</u>) Read the word two times. (humans, humans)

scientists People that study science are called . . . scientists.

brother I have a sister and a . . . brother.

sorry If you hurt someone's feelings, you should say "I'm . . . sorry."

4 MULTISYLLABIC WORDS

For each word, have students read each syllable and then read the whole word. Use the word in a sentence, as appropriate.

Winston Sir Henry's brother is named Sir . . . Winston.

subject Math is Matt's favorite . . . subject.

groomer Theo washed and brushed his dog just like a real . . . groomer.

5 WORDS IN CONTEXT

Tell students to use the sounds and word parts they know and then the sentence to figure out how to say each word. Assist, as needed.

PACING es 5a and 5b

Exercises 5a and 5b should take about 20 minutes.

6 MORPHOGRAPHS AND AFFIXES

- Have students read the underlined part, then the word.
- Have students tell what the words mean.

Fluency

Unit 6 Exercise 5a

1. SOUND REVIEW Use selected Sound Cards from Units 1–6.

2. SHIFTY WORD BLENDING For each word, have students say the underlined part, sound out smoothly, then read the word.

fu<u>dge</u> <u>b</u>udge b<u>a</u>dge ba<u>th</u> b<u>a</u>the

3. ACCURACY AND FLUENCY BUILDING For each column, have students say any underlined part, then read each word. Next, have students read the whole column.

A1	B1	C1	D1	E1
Mixed Practice news strange treats right pays	Reading by Analogy me he detective even events	word Endings sending clippings sulking dazzled dusty	you will you'll are not aren't	put humans scientists brother sorry
gr <u>ou</u> nd stud <u>y</u>	B2 Rhyming Words nose	C2 Related Words	I have I've	E2 Compound Words anymore
	rose those	goes going	story Words officer excite police	awesome Jollytown

4. MULTISYLLABIC WORDS Have students read each word part, then read each whole word.

Win•ston Winston sub•ject subject groom•er
--

5. WORDS IN CONTEXT Have students use the sounds and word parts they know and then the sentences to pronounce each underlined word.

A	con•grat•u•la•tions	I won the contest. Mom said, "Congratulations!"
В	search•ing	My dog is lost. We are searching for it all over town.
C	ex•haust•ed	I spent all day cleaning my room. I am exhausted.

 $\textbf{6. MORPHOGRAPHS AND AFFIXES} \ \ \text{Have students read the underlined word part, then the word.}$

<u>un</u>do commo<u>tion</u> <u>re</u>write <u>bifold</u>



40

©2009 Sopris West Educational Services. All Rights Reserved.

TEACH TO MASTERY/ DISCRIMINATION PRACTICE

Repeated Practice

Provide repeated practice on each task. If you hear an error, gently correct the whole group with a demonstration and/or guided practice. Move to another skill or task, then return to the difficult item many times—mixing group and individual turns, independent of your voice. When a task is easy, build speed of recognition.

Remember, practice makes perfect! And practice builds fluency.



SYNONYMS



PURPOSE

This lesson provides explicit instruction in synonyms and how to do a matching exercise. The lesson prepares students for Comprehension and Skill Work. Students do not write in their books but will watch and respond as you guide them through the lesson.

PREP NOTE

To demonstrate how to complete the matching exercise, use an overhead of page 41 in students' Exercise Book 1, write on a transparency placed over the page, or use a paper copy.

COMPREHENSION PROCESSES

Understand

PROCEDURES

1 INTRODUCTION

• Explain the purpose of the lesson and what a synonym is. Say something like:

Today, we're going to learn about words that mean the same or almost the same thing.

Those words are called synonyms.

A synonym for huge is big.

A synonym for tiny is little.

What's a synonym for super? (great, outstanding, wonderful . . .)

• Have students read the definition.

Look at your Focus Lesson. Read the definition of synonym.

(Synonyms are words that mean the same or almost the same as another word.)

MATCHING SYNONYMS

Defining and Using Vocabulary—ordinary, exhausted, plain

• Guide practice in matching synonyms.

Put your finger under the first word in the box. Read the word. (sad)

Trace the line to the word in the second column.

What's the synonym for sad? (unhappy)

Do sad and unhappy mean the same or almost the same? (yes)

That's right. So they are . . . synonyms.

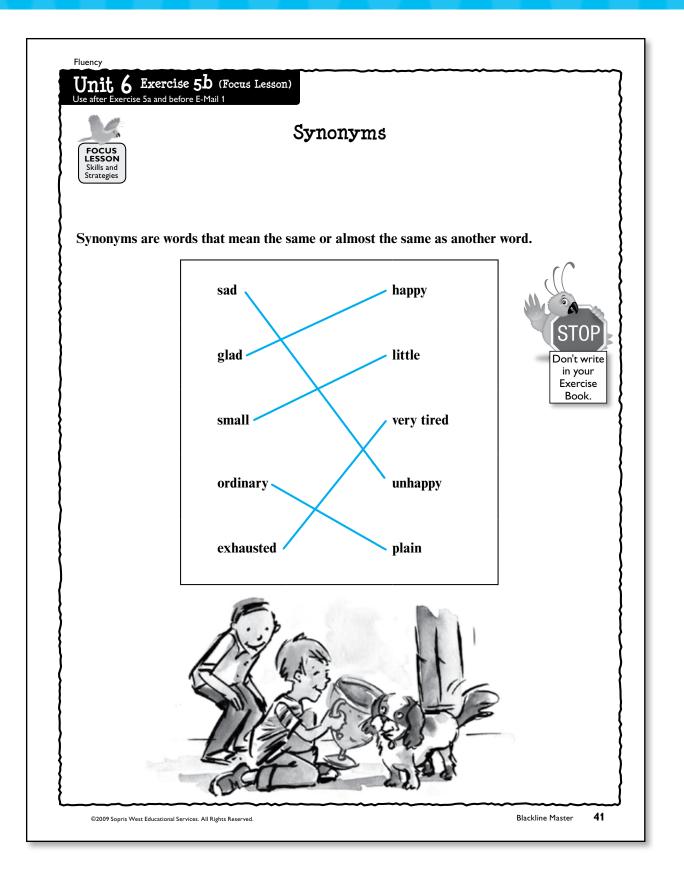
Read the next word under sad. (glad)

Look at the second column. Read the words to yourself. Put your hand on your head when you've found the synonym for *glad*.

Which word should we draw a line to? (happy)

Yes, happy is a synonym for . . . glad.

• Repeat for each word.



FLUENCY PASSAGE INSTRUCTIONS

This Story Reading targets fluency as the primary goal of instruction and practice. Students do repeated readings of this short passage to improve accuracy, expression, and rate.

COMPREHENSION PROCESSES

Understand, Analyze

PROCEDURES

1. Warm-Up: Partner or Whisper Reading

Before beginning group Story Reading, have students finger track and partner or whisper read the selection.

2. First Reading

- Mix group and individual turns, independent of your voice. Have students work toward a group accuracy goal of 0-3 errors. Quietly keep track of errors made by all students in the group.
- After reading the story, practice any difficult words. Reread the story if students have not reached the accuracy goal.

3. Second Reading, Short Passage Practice: Developing Prosody

- Demonstrate reading the first paragraph with expression and fluency. Have students finger track as you read.
- Have students choral read the first paragraph. Encourage reading with expression and fluency.
- Repeat with the second paragraph.

4. Third Reading, Timed Readings: Repeated Reading



- · Select a page. Encourage each child to work for a personal best. Have students whisper read for a one-minute Timed Reading. Tell students to go back to the top of the page and keep reading until the minute is up.
- Have students put their finger on the last word they read and count the number of words read correctly in one minute.
- Have students do a second Timed Reading of the same page.
- Have students try to beat their last score.
- Celebrate improvements.

5. Comprehension and Skill Work

Tell students they will do Comprehension and Skill Activities 9 and 10 after they read "E-Mail 1." Guide practice, as needed. For teacher directions, see pages 73 and 74.

6. Homework 5: Repeated Reading





CORRECTING **DECODING ERRORS**

During story reading, gently correct any error, then have students reread the sentence.

CHECKOUT AND/ OR ASSESSMENTS

While students do Partner Reading, listen to individuals read the passage. You may also wish to begin **Oral Reading Fluency** Assessments with the strongest students in the



2

WITH THE TEACHER

Fluency

E-Mail 1

by Ann Watanabe and Marilyn Sprick illustrated by Janet Pederson



To: Sir Henry

Subject: Congratulations

Hey Henry,

Thanks for sending the news clippings.

Sorry I wasn't around to help you find your
trophy. What a commotion! Best in Show, a
victory, then the trophy goes missing. What a
chain of events!

8
25
36

You must have been distressed. That

Officer Wong is good, but she needs a detective
dog. She needs me. That's what she needs.

Those humans just don't have what it takes. I've
never seen them put their noses to the ground.

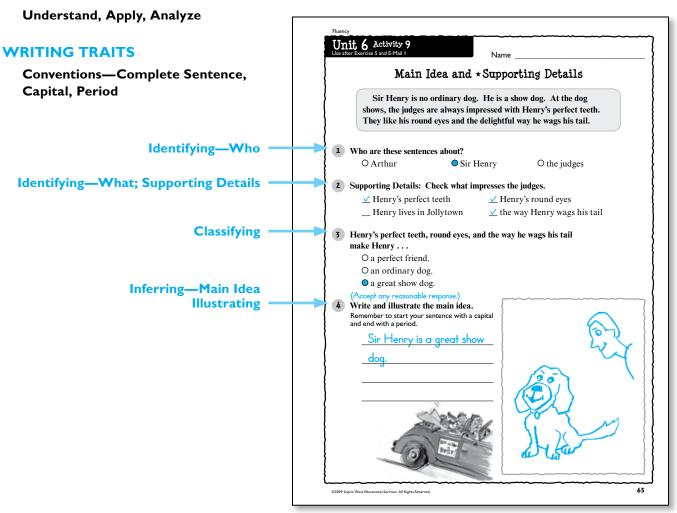
58

E-MAIL 1 I would have sniffed us right to the trophy. I would have dazzled Wong with my nose work. 18 Oh well—glad you got the trophy back! 26 I'm on a case searching for a colony of ants. 36 The scientists think it's fun to study ants. I find that strange. I have been on the ant trail for 56 days. It's hot, dusty work. I am exhausted at 65 the end of the day, but it pays well. 74 What's next? Are you going for the gold? 82 You'll have to train hard. It's a good thing the 92 Jollytown dog groomers are so cool. Do they 100 still have those awesome treats? 105 Glad you aren't sulking in the corner 112 anymore. 113 Your detective brother, 116 Sir Winston 118 Describe Sir Winston. 1 How is Sir Winston different from Sir Henry! 2 59 COMPREHENDING **AS YOU GO**

- 1 Understand: Describing (Sir Winston is a detective. He thinks he's very good at what he does . . .)
- 2 Analyze: Comparing/Contrasting (Sir Winston is a detective dog, and Sir Henry is a show dog. Sir Winston has a job, but Sir Henry doesn't work . . .)

MAIN IDEA AND ★ SUPPORTING DETAILS

COMPREHENSION PROCESSES



PROCEDURES

For each step, demonstrate and guide practice, as needed. Then have students complete the page independently.

- 1. Main Idea/Supporting Details: Selection Response—Basic Instructions (Items 1-3)
 - Have students read the paragraph in the gray box.
 - Have students read the questions, then fill in the bubbles and/or check the correct answer.
- **2. Main Idea: Sentence Writing, Illustrating—Basic Instructions** (Item 4) Have students write the main idea sentence. Remind them to use a capital and a period. Then have students draw a picture of the main idea.

VOCABULARY AND ★SYNONYMS

COMPREHENSION PROCESSES

Understand, Apply, Create

WRITING TRAITS

Conventions—Period

PROCEDURES

For each step, demonstrate and guide practice, as needed. Then have students complete the page independently.

Vocabulary: Selection Response—Basic Instructions

Have students read each sentence, then fill in the blank with the correct vocabulary word. Remind students to put a period at the end of sentences.

★ Synonyms: Selection Response—Introductory Instructions

- Have students read the first sentence, then find the bold word (local) in the synonym box.
- Have students read the words from the second column and choose the word that means the same as the bold vocabulary word. Have them draw a line between the synonyms.
- Repeat with the next three sentences.

Self-monitoring

Have students read their sentences to see if they make sense.

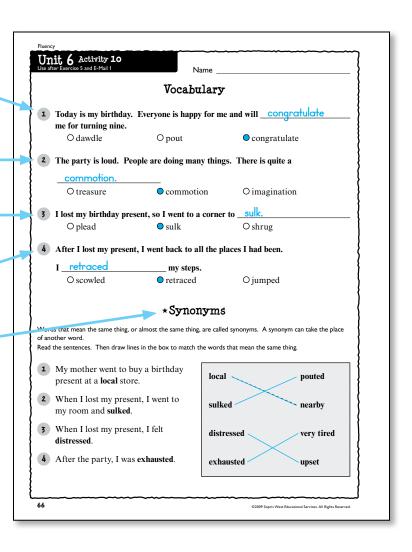
Defining and/or Using Vocabulary congratulate, dawdle, pout

Defining and/or Using Vocabulary commotion, treasure, imagination

Defining and/or Using Vocabulary plead, sulk, shrug

Defining and/or Using Vocabulary retrace, scowl

Defining and/or Using Vocabulary local, sulk, distressed, exhausted



1 SOUND REVIEW

Have students read the sounds and key word phrases. Work for accuracy, then fluency. Read the sounds and the phrases.

(/oo/ as in book, /ə/ as in ago, /īīī/ as in fly, /ooo/ as in snow, /j/ as in badge)

2 SOUND PRACTICE

• For each task, have students spell and say the focus sound in the gray bar. For Mixed Practice, read the header.

Next, have students read each underlined sound, the word, then the whole column.

```
g-e says /j/ . . . /j/, cage; /j/, strange; /j/, gem; cage, strange, gem d-g-e says /j/ . . . /j/, judge; /j/, dodge; /j/, ledge; judge, dodge, ledge
```

• Repeat with each column, building accuracy first, then fluency.

3 MULTISYLLABIC WORDS

For each word, have students read each syllable, finger count, then read the whole word. Use the word in a sentence, as appropriate.

litter	2 syllables	We picked up the trash and litter.
question	2 syllables	I raised my hand because I had a question.
reminds	2 syllables	The baby looks like his father. He reminds me of his father.
subject	2 syllables	Reading is my favorite subject.
lessons	2 syllables	Siri went to her violin lessons.
impressed	2 syllables	I wrote in my best handwriting. Mom was very impressed.
organize	3 syllables	The books were all mixed up. I will organize the books.
organizing	4 syllables	The garage was a mess. We spent time organizing it.
Elizabeth	4 syllables	The queen's name was Elizabeth.
communities	4 syllables	Like people, ants live and work together in communities.

• Repeat practice with whole words, mixing group and individual turns.

4 WORDS IN CONTEXT

- Tell students to use the sounds and word parts they know and then the sentence to figure out how to say each word. Assist, as needed.
- Have students read each word part, the whole word, and then the sentence.

5 MORPHOGRAPHS AND AFFIXES

- Have students read the underlined part, then the word.
- Review the meaning of the morphographs -ful, bi-, re-, and un-, as time allows.
- Repeat practice with whole words, mixing group and individual turns. Build accuracy, then fluency.

Fluency

Unit 6 Exercise 6 Use before E-Mail 2

1. SOUND REVIEW Have students review sounds for accuracy, then for fluency.

A	OO as in book	a as in ago	-y as in fly	OW as in snow	-dge as in badge
В	u	a_e	ou	ay	o_e

2. SOUND PRACTICE In each column, have students spell and say the sound, then say any underlined sound and the word. Next, have students read the whole column.

ge	-dge	ow as in snow	ew, ue		Mixed Practice	
cage	ju <u>dge</u>	sl <u>ow</u> ed	n <u>ew</u> s	sk <u>i</u> lls	out	ba <u>ck</u>
strange	do <u>dge</u>	gr <u>ow</u>	cl <u>ue</u> s	l <u>ea</u> sh	e-m <u>ai</u> l	p <u>u</u> ps
gem	le <u>dge</u>	sh <u>ow</u>	gl <u>ue</u>	<u>u</u> se	d <u>ay</u>	gl <u>a</u> d

3. MULTISYLLABIC WORDS Have students read and finger count each word part, then read each whole word.

A	lit•ter	litter	ques•tion	question
В	re•minds	reminds	sub•ject	subject
C	les•sons	lessons	im•pressed	impressed
D	or•ga•nize	organize	or•ga•niz•ing	organizing
E	E•liz•a•beth	Elizabeth	com•mu•ni•ties	communities

4. WORDS IN CONTEXT Have students use the sounds and word parts they know and then the sentence to pronounce each underlined word.

A	touch	The rabbit's fur looked so soft that I had to touch it.
В	stu•dents	Mr. Chapman's class has students from many countries.
C	la•dy	The nice man helped the old <u>lady</u> cross the street.
D	lov•ing	The mother gave her baby a <u>loving</u> hug and a kiss.
E	learn•ing	Maya thinks <u>learning</u> about maps in fun.

5. MORPHOGRAPHS AND AFFIXES Have students read the underlined word part, then the word.

A	delight <u>ful</u>	<u>bi</u> fold	commotion	<u>o</u> pened
В	<u>re</u> fill	<u>un</u> happy	<u>ex</u> pert	help <u>ful</u>



ENTHUSIASM!

Small accomplishments become big accomplishments with your enthusiasm.



42

©2009 Sopris West Educational Services. All Rights Reserved.

FLUENCY PASSAGE INSTRUCTIONS

This Story Reading targets fluency as the primary goal of instruction and practice. Students do repeated readings of this short passage to improve accuracy, expression, and rate.

COMPREHENSION PROCESSES

Understand, Analyze

PROCEDURES

1. Warm-Up: Partner or Whisper Reading

Before beginning group Story Reading, have students finger track and partner or whisper read the selection.

2. First Reading

- Mix group and individual turns, independent of your voice. Have students work toward a group accuracy goal of 0-3 errors. Quietly keep track of errors made by all students in the group.
- After reading the story, practice any difficult words. Reread the story if students have not reached the accuracy goal.

3. Second Reading, Short Passage Practice: Developing Prosody

- Demonstrate reading the first paragraph with expression and fluency. Have students finger track as you read.
- · Have students choral read the first paragraph. Encourage reading with expression and fluency.
- Repeat with second paragraph.

4. Third Reading, Timed Readings: Repeated Reading



- · Select a page. Encourage each child to work for a personal best. Have students whisper read for a one-minute Timed Reading. Tell students to go back to the top of the page and keep reading until the minute is up.
- Have students put their finger on the last word they read and count the number of words read correctly in one minute.
- Have students do a second Timed Reading of the same page.
- Have students try to beat their last score.
- Celebrate improvements.

5. Written Assessment (Comprehension and Skill)

Tell students they will do a Written Assessment after they read "E-Mail 2." For teacher directions, see pages 81 and 82.

6. Homework 6: Repeated Reading





WITH THE TEACHER

Fluency

E-Mail 2

by Ann Watanabe and Marilyn Sprick illustrated by Janet Pederson

To: Sir Henry

Subject: Congratulations

Dear Brother Henry,

Thank you for sending the news clippings. I am so glad that you got your trophy back.

I read every news story to my class.

Officer Wong did a wonderful job organizing the search party. Oh my, a lot of people from the community helped out—the barber, the groomer, the florist, and even the librarian.

It was a good lesson for my students.

The kittens and the pups were impressed
with how helpful the humans were. People in
communities help each other out! The pups did
ask why Officer Wong didn't have a detective
dog. I thought that was a very good question.

FINGER TRACKING

(Reminder)

To help students keep their places and follow along when others read, continue having them track text with their fingers. Give turns to individual students who are following along.

3

10

20

28

35

45

52

59



60

E-MAIL 2 I have a delightful class. The pups are learning how to walk on leash. It isn't a popular 18 lesson, but they are getting very good. I told 27 them they could be like you one day—Best in 37 Show. The kittens are learning how to use the 46 litter box. Oh yes, they are all learning 54 important skills! 56 Most of all, we like our reading lessons. 64 We are reading stories about a dog detective. 72 The dog reminds me of Winston. 78 Keep in touch, brother dear. 83 Your loving sister, 86 Lady Elizabeth 88 Describe Lady Elizabeth. How is Lady Elizabeth different from Sir Winston? 2 61

COMPREHENDING AS YOU GO

- **1 Understand:** Describing (Lady Elizabeth is a teacher. She seems very nice.)
- 2 Analyze: Comparing/Contrasting (Sir Winston is a detective, and Lady Elizabeth is a teacher. Sir Winston talks about himself, and Lady Elizabeth says nice things about others . . .)

WRITTEN ASSESSMENT (1 of 2)

COMPREHENSION PROCESSES

Remember, Understand, Apply

WRITING TRAITS

Conventions—Complete Sentence, Beginning Capital, Period

PROCEDURES

Do not demonstrate or guide practice.

Written Assessment—Introductory Instructions

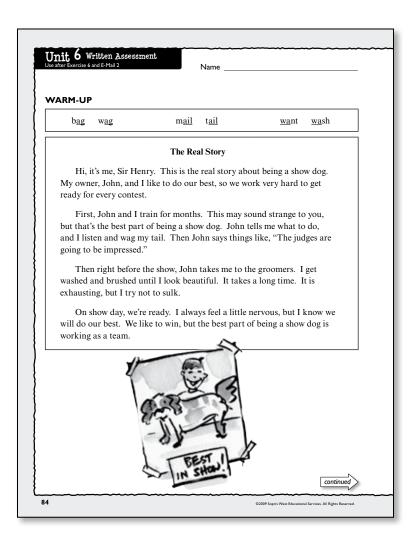
1. Introduce the Written Assessment.
Tell students they will whisper read
the passage and then answer the
questions without help.

Today is our Written Assessment day. You get to show me what you can do on your own. First, whisper read the passage and then answer the questions—just like you've been doing on your Comprehension and Skill Work.

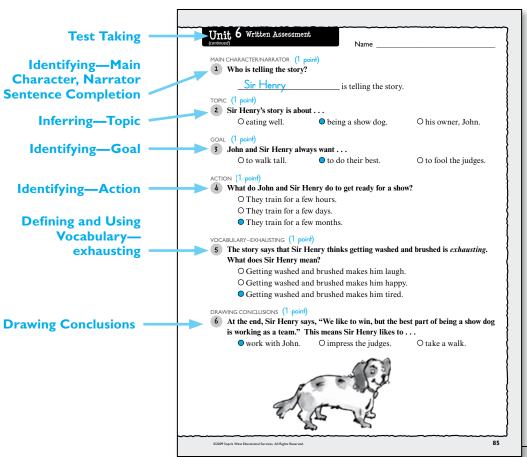
If you read a question and aren't sure what to do, what should you do? (Reread the question and try again.) If you still can't answer the question, what should you do?

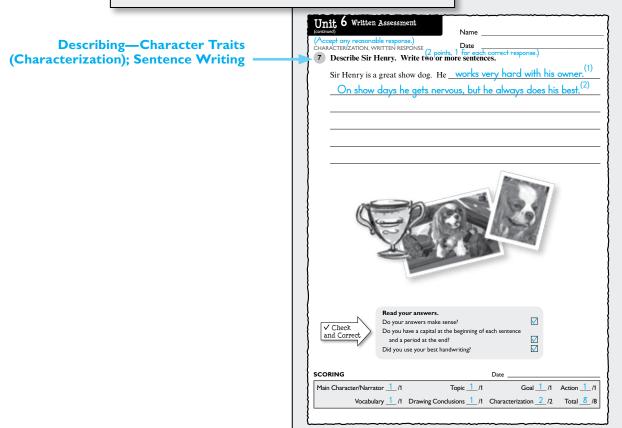
(Reread the passage and try again.) If you still aren't sure, I know you will do your best.

- 2. Check for student understanding.
- 3. Remind students to check and correct. When you finish your assessment, what should you do? (check and correct) That's right. Go to the top of the page. Reread the questions and make sure your answers make sense. Fix anything that doesn't sound right. Make sure you have an answer for every question.
- 4. Remind students what to do when they finish their work.



WRITTEN ASSESSMENT (2 of 2)





End of the Unit

In this section, you will find:

Making Decisions

As you near the end of the unit, plan to give the Written Assessment and the Oral Reading Fluency Assessment to each child in your group. Use this section as a general guide for making instructional decisions and doing diagnostic planning.



Written Assessment

The Unit 6 Written Assessment is located on page 83 of *Activity Book 1* and on the blackline masters CD.



Oral Reading Fluency Assessment

The Unit 6 Oral Reading Fluency Assessment is located on page 87 of this teacher's guide and in the *Assessment Manual*.



Certificate of Achievement and Goal Setting

Celebrate your children's accomplishments. When your students master the unit skills, send home the Certificate of Achievement. Have students set goals for the next unit.



Extra Practice Lessons

Use the Extra Practice lessons for students who need additional decoding and fluency work. Student materials can be copied from the Extra Practice blackline masters.



Making Decisions

GENERAL ASSESSMENT GUIDELINES

- 1. After students read Story Reading 6, "E-Mail 2," give the group the Unit 6 Written Assessment in place of Comprehension and Skill Work. Follow the instructions on pages 81 and 82 of this guide.
- 2. While the group is completing the Written Assessment, or any time during the day, administer the Oral Reading Fluency Assessment. Assess each student individually.
- 3. Score oral fluency responses on the Student Assessment Record. Adhere to the scoring criteria in the *Assessment Manual*. Use a stopwatch to time how long it takes each student to read the Oral Reading Fluency Passage, and record errors.

USING WRITTEN ASSESSMENT RESULTS

Results of the Written Assessment *should not* be used to determine whether a student or group of students continues forward in the program. As long as students pass the Oral Reading Fluency Assessment, they should continue forward with the next unit. The Written Assessment should be used to informally monitor how well students read independently and answer questions in writing. If any student has difficulty with the Written Assessment, re-administer the assessment orally.

If the student has difficulty answering the questions orally:

- Record the types of errors (e.g., main idea, sequencing, open-ended response).
- Provide explicit instruction for these types of questions during reading group, before independent work, and in tutorials, as needed.
 - 1) Demonstrate (or model) appropriate responses, guide practice, and provide opportunities for independent practice.
 - 2) For inferential questions, think aloud with students—explain how you arrive at an answer.
 - 3) For literal questions, teach students to reread a passage, locate information, reread the question, and respond.

At this level, if the student is able to answer the questions orally but not on paper, it may not be due to comprehension problems. The student's difficulties may be related to a lack of motivation, an inability to work independently, or a struggle with handwriting, spelling, language, or vocabulary.

USING THE ORAL READING FLUENCY RESULTS

At the end of each unit, you will need to make decisions regarding student progress. Should students go forward in the program? Does the group need Extra Practice before proceeding? Do individuals require more assistance and practice to continue working in their group? These decisions all require use of the oral reading fluency data and professional judgment. As you analyze assessment results, watch for trends and anomalies.

See the *Assessment Manual* for detailed information and instructional recommendations. General guidelines and recommendations follow:

Strong Pass ≥ 104 WCPM 0-2 errors	 Continue with the current pace of instruction. Have students set goals. (Until students are reading approximately 180 words correct per minute, oral reading fluency continues to be an instructional goal.)
Pass 84–103 WCPN 0–2 errors	Continue with the current pace of instruction. Consider increasing fluency practice.
No Pass ≤ 83 WCPM	• If a child scores a No Pass but has previously passed all assessments, you may wish to advance the student to the next unit, then carefully monitor the student.
RED FLAG A No Pass is a red flag. A mild early intervention A mild early intervention Can prevent an intense can prevent an intense	• If a child scores a No Pass but has previously passed all assessments, you may wish to advance the student to the next unit and also provide additional practice opportunities. (See below.)
and time-consuming	• If a child scores two consecutive No Passes or periodic No Passes, additional practice must be provided. (See below.)
future.	If a child scores three consecutive No Passes, the student should be placed in a lower-performing group.

Added Practice Options for Groups

Warm-Ups: Begin each story reading with a review of the previous day's story. After reading the story, include Short Passage Practice on a daily basis.

Extended Units: If several children begin to score No Passes or barely pass, consider extending the unit by adding Extra Practice 1, 2, and/or 3. Extra Practice lessons include Decoding Practice, Fluency Passage, Word Fluency, and a Comprehension and Skill Activity. (See pages 89 to 99 in this guide.)

Vowel Review: Consider a review of selected vowel units from *Read Well 1* or *Fluency Foundations*.

Added Practice Options for Individual Students

Tutorials: Set up five-minute tutorials on a daily basis with an assistant, trained volunteer, or cross-age tutor. Have the tutor provide Short Passage Practice and Timed Readings or Extra Practice lessons.

Double Dose: Find ways to provide a double dose of *Read Well* instruction:

- Have the student work in his or her group and a lower-performing group.
- Have an instructional assistant, older student, or parent volunteer preview or review lessons.
- Have an instructional assistant provide instruction with Extra Practice lessons.

END-OF-THE-UNIT CELEBRATION

When students pass the Oral Reading Fluency Assessment, celebrate with the Certificate of Achievement on p. 88.

Note: Using the Flesch-Kincaid Grade Level readability formula, the Unit 6 Assessment has a 2.3 readability level. Readabilities are based on number of words per sentence and number of syllables per word. Adding one or two multisyllabic words can increase readability by a month or two. Though we are attending to readability for the assessments, the overriding factor is decodability.



GOAL SETTING

If you choose to have students set goals, help them brainstorm accomplishments in reading.

Say something like:

Let's look at our goal-setting form.

It starts with "I've improved my reading by . . . "

The next line says, "My new goal is to . . . "

For Unit 7, I'd like all of you to work on increasing your reading fluency by one word per minute.

The next line says, "I will work on my goal by . . . "

Everyone, read the dots. What will you do to reach your goal?

(Reading and rereading carefully. Working hard in reading group.)

[Jaynese], how will you work on your goal? (by reading my homework stories)

The next part of your form tells you what your fluency was for Unit 6. I think everyone is going to meet their goals for Unit 7!



132

136

TRICKY WORD and FOCUS SKILL WARM-UP

The clerk said, "Congratulations!"

alone through quite commotion which congratulations

ORAL READING FLUENCY PASSAGE

The Little Brown Puppy ★ Dad and I walked to the pet store on Saturday. We liked 12 to watch the puppies through the window. 19 The clerk saw us and asked, "Would you like to hold a 31 puppy?" 32 I nodded my head, so the clerk reached into the cage to 44 pick up a puppy. There was quite a commotion. The puppies 55 started barking and jumping up and down. One little brown 65 puppy sat alone in a corner. The clerk asked, "Which puppy 76 would you like to hold?" 81 I said, "I'd like to hold that little brown puppy." The clerk gave the puppy to me. It chewed on my finger and wagged its 106 tail. I smiled and said, "If we keep her, we could call her Fudge." 120 When Dad smiled, I knew we would get to take her home.

Start timing at the X. Mark errors. Make a single slash in the text (/) at 60 seconds. Have the student **ORAL READING FLUENCY** complete the passage. If the student completes the passage in less than 60 seconds, have the student go back to the *\daggerand continue reading. Make a double slash (//) in the text at 60 seconds. **WCPM** Determine words correct per minute by subtracting errors from words read in 60 seconds. The student scores no more than 2 errors on the first pass through the passage and reads 104 or more words **STRONG PASS** correct per minute. Proceed to Unit 7. **PASS** The student scores no more than 2 errors on the first pass through the passage and reads 84 to 103 words correct per minute. Proceed to Unit 7. **NO PASS** The student scores 3 or more errors on the first pass through the passage and/or reads 83 or fewer words

Please congratulate who successfully completed Read Well 2 Unit 6 · Sir Henry with ____ words correct per minute. Teacher Signature _____ Date _____ C2009 Sopris West Educational Services. All rights reserved.

Goal Se	etting
I've improved my reading by words cor	rect per minute.
My new goal is to read words correct	per minute.
 I will work on my goal by: Reading and rereading carefully Working hard in reading group 	How I Did: My fluency was
Signed	Goal: Met Exceeded:
Date	

1. Sound Review

Use Sound Cards from Units 1-6.

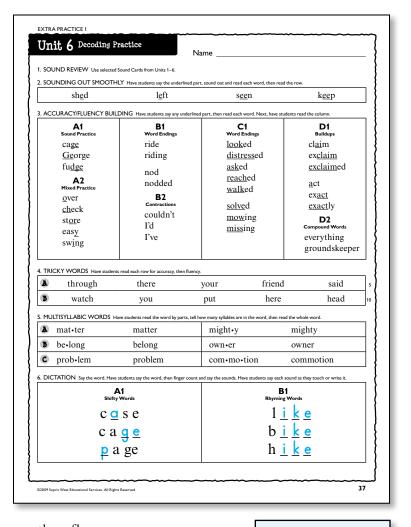
- Have students say each sound for accuracy, then fluency.
- Mix group and individual turns.

2. Sounding Out Smoothly

- For each word, have students say the underlined part, sound out the word smoothly, then read the whole word. Use the words in sentences, as needed.
- Repeat practice. Mix group and individual turns, independent of your voice.

3. Accuracy and Fluency Building

- For each task, have students say any underlined part, then read each word.
- Set a pace. Then have students read the whole words.
- Provide repeated practice, building accuracy first, then fluency.



4. Tricky Words

Have students read each row for accuracy, then fluency.

5. Multisyllabic Words

For each word, have students read each syllable out loud, finger count the syllables, then tell how many syllables are in the word. If needed, use the word in a sentence. Have students read the whole word.

CAUTION

Your children may not need Extra Practice. Use assessment results to determine if Extra Practice is needed.

6. Dictation

case, cage, page, like, bike, hike

• Say "case." Have students say the word. Guide students as they finger count and say the sounds. Have students touch or write the sounds, then read the word. Say something like:

The first word is **case**. Say the word. (case) Say and count the sounds in **case** with me.

Hold up one finger for each sound. /k/*/āāā/*/sss/ How many sounds? (three)

What's the first sound? (/k/) Touch under /k/.

What's the next sound? (/āāā/) Write /āāā/.

What's the last sound? (/sss/) Touch under the /sss/. Read the word. (case)

Yes, the Bossy E at the end makes letter a say its name.

- Repeat with "cage" and "page."
- Continue with the rhyming words: like, bike, hike.

1. First Reading

Mix group and individual turns, independent of your voice. Have students work toward an accuracy goal of 0–2 errors and practice any difficult words.

2. Second Reading, Short Passage Practice: Developing Prosody

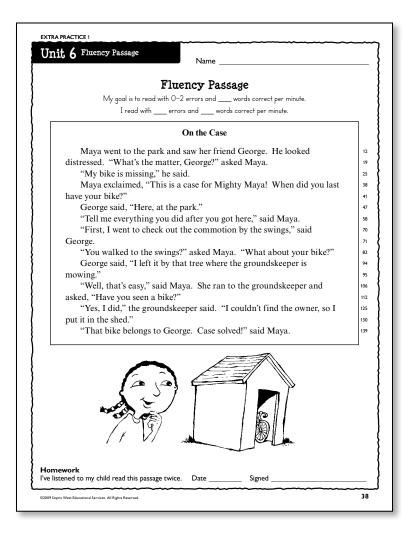
 Demonstrate how to read a line or two with expression. Read at a rate slightly faster than the students' rate. Say something like: Listen as I read the first two sentences with expression and phrasing. I'm going to emphasize certain words and pause between sentences.
 "Maya went to the park and saw her friend George. He

• Guide practice with your voice. Now read the paragraph with me.

looked distressed."

 Provide individual turns while others track with their fingers and whisper read. Provide descriptive and positive feedback.

[Adrianna], you read with wonderful expression!



3. Partner Reading: Repeated Reading (Checkout Opportunity)

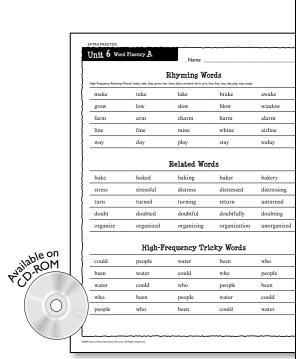


While students do Partner Reading, listen to individuals read the passage. Work on accuracy and fluency, as needed.

4. Homework: Repeated Reading



Have students read the story at home.



Unit 6 Activity Passage Comprehension On the Case 1 Who are the main characters? O Maya and Ben O Ben and George Maya and George 2 In the beginning, what was the problem? O a flat tire a missing bike O too much rain 3 In the middle, Maya took the case o took the case O ran home O got upset 4 In the end, Maya found the bike and said, . . . O "Nice bike." "Case solved!" O "Get out of here." Paragraph Comprehension we students read the paragraph, then fill in the bubble and/or blank for each sentence. Remind them to use a period. Have them read the si George stopped to buy fudge. He forgot about his bike and walked home. His brother Bill found the bike and rode it home. When George got home, his bike was George stopped to buy <u>fudge</u> O baseball cards 2 He forgot about his bike and walked home. 3 His brother found the bike and rode it home. Osister O mother brother ind Correct rvices. All Rights Reserved

PROCEDURES

For each step, demonstrate and guide practice, as needed. Then have students complete the page independently.

1. Activity

Passage Comprehension

- Have students read each sentence or phrase, then fill in the bubble and/or blank with the correct answer.
- Think aloud with students and discuss the multiple-choice options, as needed.
- Remind students to put a period at the end of sentences.

Paragraph Comprehension

- Have students read the paragraph.
- Have students read each numbered sentence or phrase, then fill in the bubble and/or blank. Remind them to end sentences with a period, where needed.

EXTRA PRACTICE 1

• Have students read the completed sentences.

Self-monitoring

Have students read and check their work, then draw a happy face in the Check and Correct circle.

2. Word Fluency (BLMs are located on the CD.)

- To build fluency, have students read Rhyming Words, Related Words, and High-Frequency Tricky Words. Have students read each section three times in a row.
- To build accuracy, have students read all sets with partners.

ACCURACY BEFORE FLUENCY

Word Fluency is designed to build accuracy and fluency. Students should practice for accuracy before working on fluency.

1. Sound Review

Use selected Sound Cards from Units 1-6.

- Have students say each sound, building accuracy first, then fluency.
- Mix group and individual turns, independent of your voice.

2. Sounding Out Smoothly

- For each word, have students say the underlined part, sound out the word smoothly, then read the whole word. Use the words in sentences, as needed.
- Have students read all the words in the row, building accuracy first, then fluency.
- Repeat practice. Mix group and individual turns, independent of your voice.

3. Accuracy and Fluency Building

- For each task, have students say any underlined part, then read each word.
- Set a pace. Then have students read the whole words in each task and column.
- Provide repeated practice, building accuracy first, then fluency.

4. Tricky Words

Have students read each row for accuracy, then fluency.

5. Multisyllabic Words

For each word, have students read each syllable out loud, finger count the syllables, then tell how many syllables are in the word. If needed, use the word in a sentence. Have students read the whole word.

6. Dictation

snow, slow, show, tail, trail, mail

 Say "snow." Have students say the word. Guide students as they finger count and say the sounds. Have students touch or write the sounds, then read the word.

The first word is **snow**. Say the word. (snow) Say and count the sounds in **snow** with me.

Hold up one finger for each sound. /sss/*/nnn/*/ōōō/ How many sounds? (three)

What's the first sound? (/sss/) Touch under /sss/. What's the next sound? (/nnn/) Touch under /nnn/.

What's the last sound? (/ōōō/)

What letter pattern makes the /ooo/ sound? (o-w)

Write /ooo/ with the o-w pattern. Read the word. (snow)

- Repeat with "slow" and "show."
- Continue with the rhyming words: tail, trail, mail.

CAUTION

Your children may not need Extra Practice. Use assessment results to determine if Extra Practice is needed.

. SOUNDING OUT SMOOT	ed Sound Cards from Units 1–6. "HLY Have students say the underling the students say the	ned part, sound out and rea	ad each word, then read th	e row.	
n <u>e</u> xt	l <u>ea</u> sh		S <u>ir</u>	cl <u>a</u> ss	
. ACCURACY/FLUENCY BU	ILDING Have students say any uno	derlined part, then read eac	ch word. Next, have stude	nts read the column.	
A1 Sound Practice	B1 Word Endings		C1 ing Words	D1 Buildups	
fu <u>dge</u>	puppy		t <u>old</u>	l <u>igh</u> t	
ca <u>ge</u>	puppies		c <u>old</u>	de <u>light</u>	
pag <u>e</u>	wag		h <u>old</u>	<u>delight</u> ful	
A2 Mixed Practice	wagged		C2 ossy <u>E</u>	D2 Affix Practice	
tr <u>ai</u> ned	drag	gav	•	<u>ex</u> plained	
trainer	dragged	l <u>i</u> ke		exclaimed	
<u>ow</u> ner		smi	iled	<u>ex</u> actly	
<u>al</u> ways	chew	qu <u>i</u>	te		
<u>a</u> round	cnewed	son	net <u>i</u> mes		
. TRICKY WORDS Have stude	ents read each row for accuracy, then	fluency.			
walked	their	many	could	head	
B were	some	what	would	watch	1
. MULTISYLLABIC WORDS	Have students read the word by part	s, tell how many syllables ar	re in the word, then read t	he whole word.	_
▲ cor•ner	corner	un•til		until	
around chewed TRICKY WORDS Have students read each row for accuracy, then fluency Walked their Were some MULTISYLLABIC WORDS Have students read the word by parts, tell has coroner corner I local local C comomotion commotion DICTATION Say the word. Have students say the word, then finger count and the word in the students say the word, then finger count and the word in		to•geth•	to•geth•er togethe		
c com·mo·tion	commotion	com•mu	ı•ni•ty	community	
. DICTATION Say the word. Ha	ve students say the word, then finger	count and say the sounds. I	Have students say each so	und as they touch or write it.	_
Shir	A1 fty Words		B1 Rhyming V	√ords	
S 1	1 <u>0 w</u>		t a	i l	
	O W		t r 👱	i l	
sF	- 1 O W		m <u>a</u>	. 1	

1. First Reading

Mix group and individual turns, independent of your voice. Have students work toward an accuracy goal of 0–2 errors and practice any difficult words.

2. Second Reading, Timed Reading: Repeated Reading



 Once the group accuracy goal has been achieved, time individual students

for 30 or 60 seconds while the other children track with their fingers and whisper read.

 Determine words correct per minute. Record student scores. Celebrate when students reach their goals!

Wow! [Nancy], you met your goal. That was your best score ever. You get to read to the principal this week.

3. Partner Reading: Repeated Reading (Checkout Opportunity)



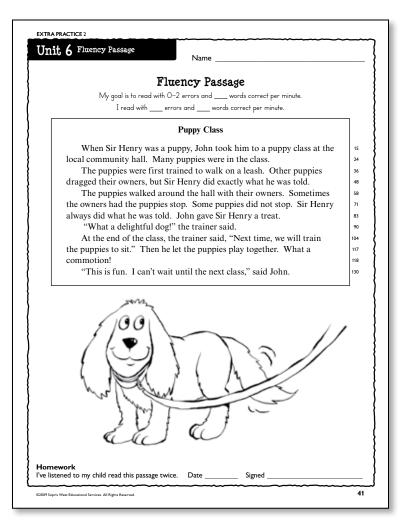
While students do Partner Reading, listen to individuals read the passage.

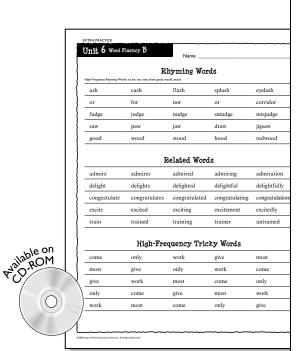
Work on accuracy and fluency, as needed.

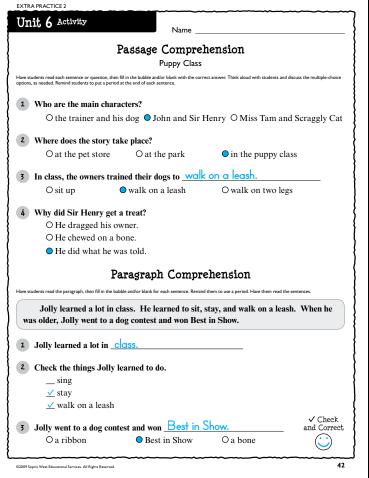
4. Homework: Repeated Reading



Have students read the story at home.







For each step, demonstrate and guide practice, as needed. Then have students complete the page independently.

1. Activity

Passage Comprehension

- Have students read each sentence or phrase, then fill in the bubble and/or blank with the correct answer.
- Think aloud with students and discuss the multiple-choice options, as needed.
- Remind students to put a period at the end of sentences.

Paragraph Comprehension

- Have students read the paragraph.
- Have students read each numbered sentence or phrase, then fill in the bubble and/or blank. Remind them to end sentences with a period, where needed.
- Have students read the completed sentences.

Self-monitoring

Have students read and check their work, then draw a happy face in the Check and Correct circle.

2. Word Fluency (BLMs are located on the CD.)

- To build fluency, have students read Rhyming Words, Related Words, and High-Frequency Tricky Words. Have students read each section three times in a row.
- To build accuracy, have students read all sets with partners.

ACCURACY BEFORE FLUENCY

Word Fluency is designed to build accuracy and fluency. Students should practice for accuracy before working on fluency.

1. Sound Review

Use selected Sound Cards from Units 1-6.

- Have students say each sound, building accuracy first, then fluency.
- Mix group and individual turns, independent of your voice.

2. Sounding Out Smoothly

- For each word, have students say the underlined part, sound out the word smoothly, then read the whole word. (Use the words in sentences, as needed.)
- Have students read all the words in the row, building accuracy first, then fluency.
- Repeat practice. Mix group and individual turns, independent of your voice.

3. Accuracy and Fluency Building

- For each task, have students say any underlined part, then read each word
- Set a pace. Then have students read the whole words in each task and column.
- Provide repeated practice, building accuracy first, then fluency.

4. Tricky Words

Have students read each row for accuracy, then fluency.

5. Multisyllabic Words

For each word, have students read each syllable out loud, finger count the syllables, then tell how many syllables are in the word. If needed, use the word in a sentence. Have students read the whole word.

6. Dictation

art, start, started, bell, fell, smell

• Say "art." Have students say the word. Guide students as they finger count and say the sounds. Have students touch or write the sounds, then read the word. Say something like:

The first word is **art**. Say the word. (art) Say and count the sounds in **art** with me.

Hold up one finger for each sound. /ar/*/t/ How many sounds? (two)

What's the first sound? (/ar/) Write /ar/ with the letter pattern. What's the last sound? (/t/) Touch under /t/. Read the word. (art)

- Repeat with "start" and "started."
- Continue with the rhyming words: bell, fell, smell.

CAUTION

Your children may not need Extra Practice. Use assessment results to determine if Extra Practice is needed.

. SOUND REVIEW Use selecte	ed Sound Cards from Units 1–6.	Name			_
. SOUNDING OUT SMOOT	HLY Have students say the underli	ned part, sound out and read	each word, then read th	ne row.	
fu <u>dge</u>	whi <u>ch</u>	br <u>c</u>	<u>ow</u> n	cl <u>er</u> k	
. ACCURACY/FLUENCY BU	ILDING Have students say any un	derlined part, then read each	word. Next, have stude	nts read the column.	
Mixed Practice Window	B1 Word Endings nap	Boss hom	e e	D1 Word Endings barking	
flo <u>or</u> p <u>aw</u> do <u>or</u> <u>o</u> ver	napping step stepped	alon safe time whit		<u>bump</u> ed <u>crush</u> ed <u>roll</u> ed <u>fill</u> ed	
A2 Compound Words outside doorbell everywhere	dine dining	quite C Buile d <u>e</u> n sud <u>d</u> sudd	dups	<u>jump</u> ed	
. TRICKY WORDS Have stude	nts read each row for accuracy, then	fluency.	L		_
A grocery	there	couldn't	table	from	
B come	through	work	school	any	
. MULTISYLLABIC WORDS	Have students read the word by part	es, tell how many syllables are	in the word, then read t	the whole word.	
A him∙self	himself	e•vents		events	1
B sud•den•ly	suddenly	Sat•ur•da	ay	Saturday	
c or•di•nar•y	ordinary	con•grat•	·u•la•tions	congratulations	
. DICTATION Say the word. Have		count and say the sounds. Ha	,	und as they touch or write it.	٦
<u>a</u>	A1 uildups r t ar t		B1 Rhyming V b e f e	1 1	
	r t <u>e</u> <u>d</u>		s m <u>e</u>	TT	

1. First Reading

Mix group and individual turns, independent of your voice. Have students work toward an accuracy goal of 0–2 errors and practice any difficult words.

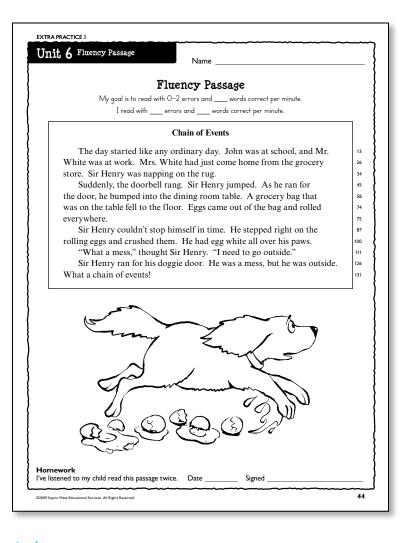
2. Second Reading, Short Passage Practice: Developing Prosody

 Demonstrate how to read a line or two with expression. Read at a rate slightly faster than the students' rate. Say something like: Listen as I read the first two sentences with expression and phrasing. I'm going to emphasize certain words and pause between sentences.

"The day started like any ordinary day. John was at school, and Mr. White was at work."

- Guide practice with your voice.
 Now read the paragraph with me.
- Provide individual turns while others track with their fingers and whisper read. Provide descriptive and positive feedback.

[Julia], you read with wonderful expression!



3. Partner Reading: Repeated Reading (Checkout Opportunity)



While students do Partner Reading, listen to individuals read the passage. Work on accuracy and fluency, as needed.

4. Homework: Repeated Reading



Have students read the story at home.

For each step, demonstrate and guide practice, as needed. Then have students complete the page independently.

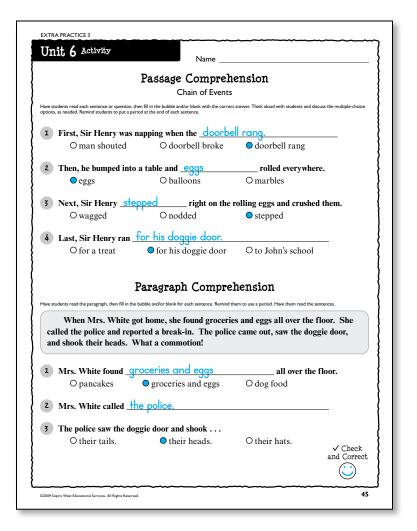
1. Activity

Passage Comprehension

- Have students read each sentence or phrase, then fill in the bubble and/or blank with the correct answer.
- Think aloud with students and discuss the multiple-choice options, as needed.
- Remind students to put a period at the end of sentences.

Paragraph Comprehension

- Have students read the paragraph.
- Have students read each numbered sentence or phrase, then fill in the bubble and/or blank. Remind them to end sentences with a period, where needed.
- Have students read the completed sentences.

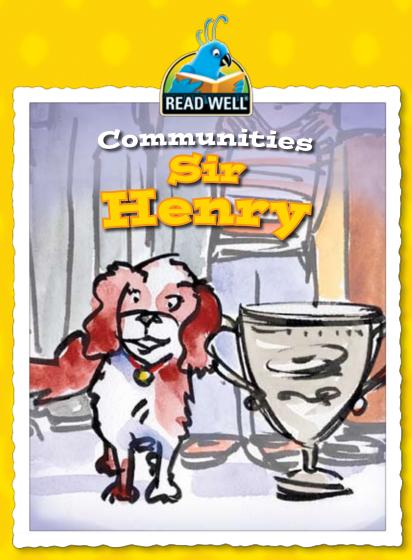


Self-monitoring

Have students read and check their work, then draw a happy face in the Check and Correct circle.

2. Word Fluency (BLMs are located on the CD.)

You may wich to have students practice with Unit 6 Extra Practice, Word Fluency A or B.



Teacher's Guide

VOYAGER SOPRIS LEARNING®

Level 2 ISBN-13: 978-1-60218-529-6 ISBN-10: 1-60218-529-8 9 781602 185296