

Test of Letter Names

A S D F C B E

R G T Y U H J

M Z P K V Q W

N O I X L

a s d f c b e

r g t y u h j

m z p k v q w

n o i x l a g

Test of Letter Sounds

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

Ss Dd Aa Gg Hh Jj

Kk Oo Zz Ee Cc Ii

Bb Nn Mm Ll Ww Rr

Tt Yy Ff Pp Vv Uu

FORM 3.3

Test of Fry Instant Words

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

Directions for Administration

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

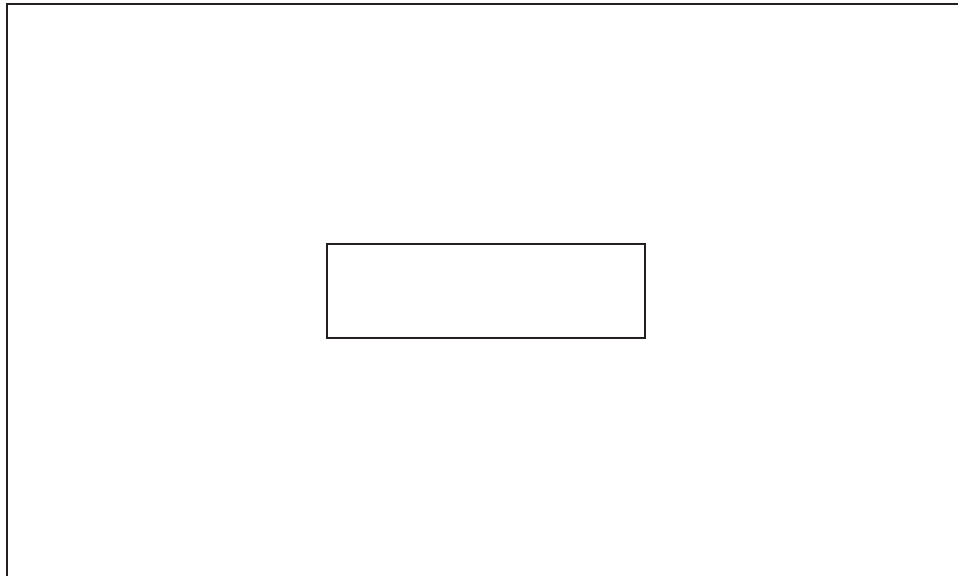
For each word, write a plus (+) in the blank next to it if the child correctly pronounces it until you have identified 10 unknown words.

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

Scoring and Interpretation

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

(continued)



Test of Fry Instant Words (page 2 of 5)

First 100 Words

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

(continued)

Test of Fry Instant Words (page 3 of 5)

First 100 Words

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

(continued)

Test of Fry Instant Words (page 4 of 5)

Second 100 Words

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

(continued)

Test of Fry Instant Words (page 5 of 5)

Second 100 Words

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

Informal Decoding Inventory

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

DIRECTIONS FOR ADMINISTRATION

Short Vowels

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

Consonant Blends and Digraphs

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

R-Controlled Vowel Patterns

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

Vowel–Consonant–e

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

Vowel Teams

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

Multisyllabic Words

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

(continued)

Informal Decoding Inventory: Teacher Protocol

Name: _____ Date: _____

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

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

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

(continued)

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

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

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

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

Informal Decoding Inventory: Student Materials

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

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

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

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Basic Alphabet Knowledge: Generic Lesson Plan

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

Basic Alphabet Knowledge: Sample Script for Lesson 5

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

Alphabet Pointing Grid

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

Teacher Words for Initial Sound Sorting



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

(continued)





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

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




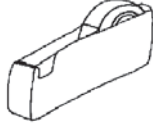
Student Materials for Basic Alphabet Knowledge



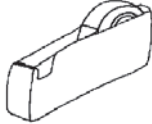

1				
	Bb	Mm		
	the	of		
	Alexa is the best runner.			


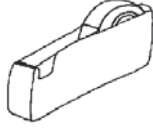


2				
	Bb	Mm	Ss	
	the	of	and	
	I fed the hungry dog.			

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




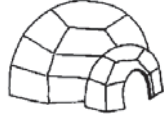
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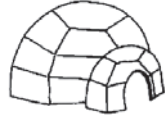

4				
	Mm	Rr	Ss	Tt
	the	of	and	a
	I planted a seed.			

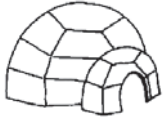
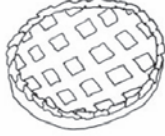


5					
	Bb	Rr	Tt	Nn	
	the	of	and	a	to
	We go to the top.				

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





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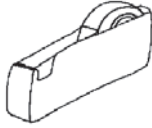

7					
	Ss	Nn	Gg	Ii	
	of	a	in	is	you
	You are doing great work.				

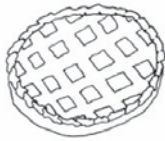



8					
	Nn	Gg	Ii	Pp	
	the	in	is	you	that
	You ride that bus to school.				

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





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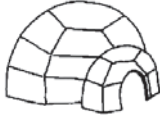



10					
	Mm	Aa	Bb	Hh	
	and	of	in	you	he
	He did the best today.				


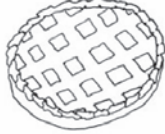


11					
	Hh	Aa	Tt	Ll	
	to	the	is	of	was
	The sun was very hot.				

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

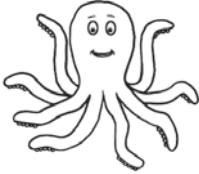
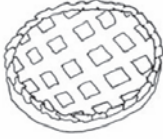


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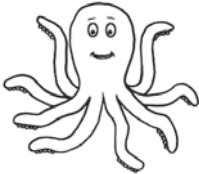



13					
	Cc	Ll	Hh	Ff	
	he	was	for	it	on
	He has two grandmas.				

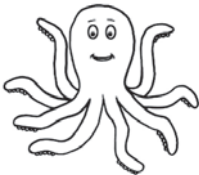
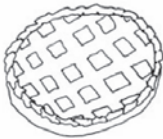


14					
	Ii	Ff	Hh	Dd	
	you	was	that	for	are
	You are a good friend.				

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

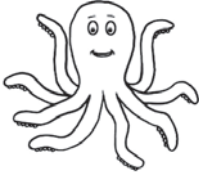



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16								
	Oo		Pp		Ff		Dd	
	was	that	are	me	like			
	I like to eat chocolate.							





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

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





(continued)





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





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

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





(continued)





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





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


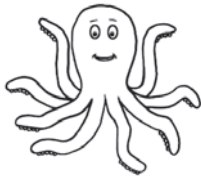


24					
	Zz	Yy	Uu	Vv	
	me	like	down	she	here
	She walks down the hall.				



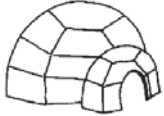
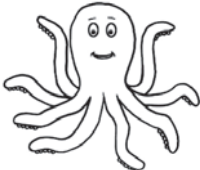

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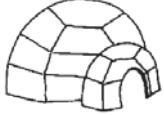
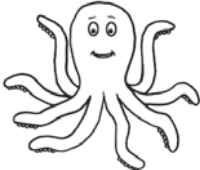

25					
	Zz	Uu	Yy	Vv	
	her	me	down	she	play
	Her dress is green.				

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

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

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

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

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

Basic Alphabet Knowledge: Assessment (Lessons 1–14)

Student Name: _____

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

Basic Alphabet Knowledge: Assessment (Lessons 15–30)

Student Name: _____

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

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

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

Using Letter Sounds: Generic Lesson Plan

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

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

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

Sounding and Blending (up to 5 minutes)

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

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

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

High-Frequency Words (up to 5 minutes)

(two each day with cumulative review)

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

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

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

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

Using Letter Sounds: Sample Script for Lesson 5

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

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

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

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

(continued)

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

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

(continued)

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

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

(continued)

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

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

(continued)

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

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

Using Letter Sounds: Assessment

Student Name: _____

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

Using Letter Patterns: Generic Lesson Plan

Oral Segmenting and Blending (up to 3 minutes)

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

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

Teaching Letter Patterns (8 minutes)

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

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

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

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

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

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

Touch the word with the same pattern. Right!

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

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

High-Frequency Words (up to 4 minutes)

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

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

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

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

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

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

Using Letter Patterns: Sample Script for Lesson 5

Oral Segmenting and Blending (up to 3 minutes)

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

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

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

Teaching Letter Patterns (8 minutes)

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

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

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

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

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

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

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

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

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

[Go through all 15 words.]

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

High-Frequency Words

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

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

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


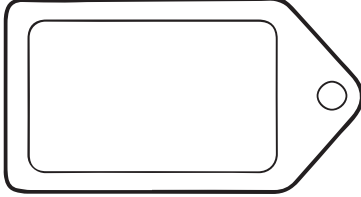



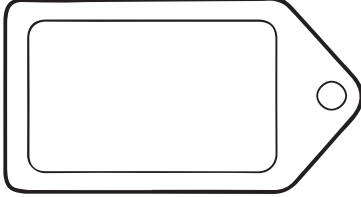

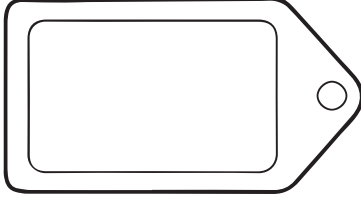

Now I am going to say a word. I want you to point to that word. When I say "Go," spell it out loud.

Teacher Word List for Using Letter Patterns

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


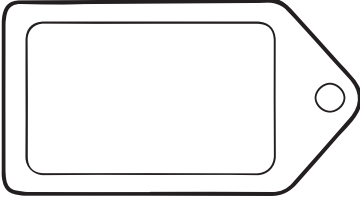




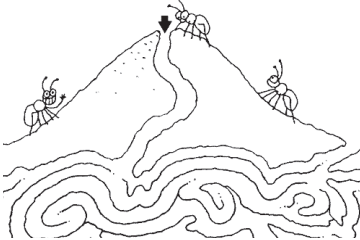

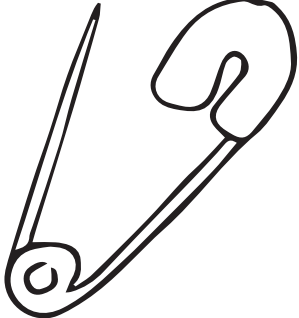
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Teacher Word List for Using Letter Patterns (page 2 of 6)

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



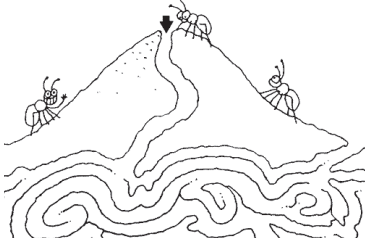
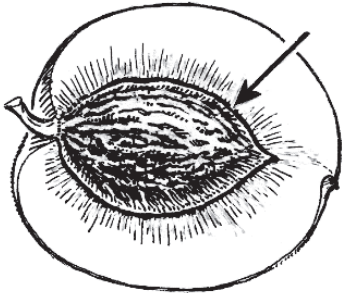
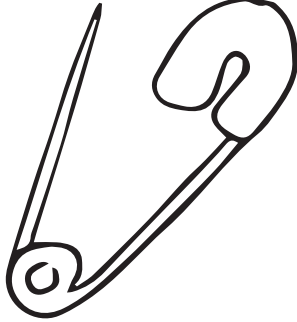

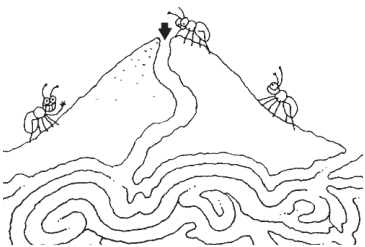

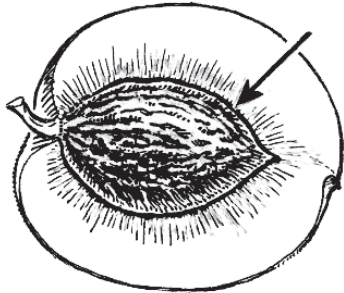
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Teacher Word List for Using Letter Patterns (page 3 of 6)

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

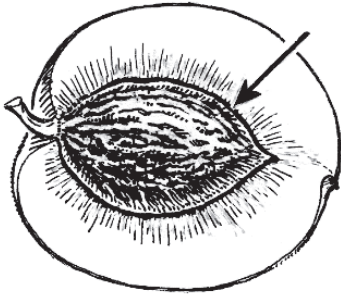

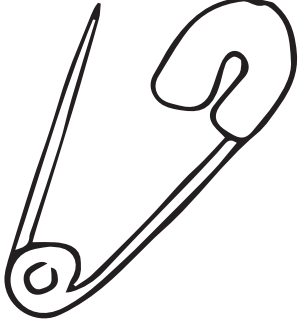
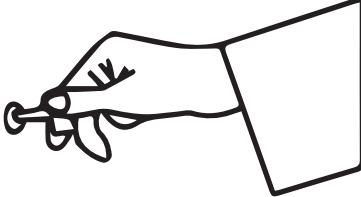


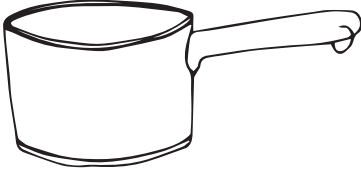


(continued)

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

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

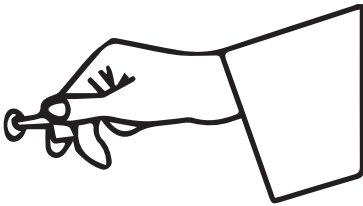





(continued)

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

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

(continued)

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

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

Using Letter Patterns: Assessment

Student Name: _____

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

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

Dictated Sentences: Generic Lesson Plan

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

Dictated Sentence Samples

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

Blends and Digraphs: Generic Lesson Plan

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

Blends and Digraphs: Sample Script for Lesson 5

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

Words and Passages for Teaching Blends and Digraphs

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

(continued)

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

(continued)

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

(continued)

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

(continued)

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

(continued)

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

(continued)

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

(continued)

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

(continued)

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

(continued)

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

(continued)

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

(continued)

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

(continued)

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

(continued)

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

(continued)

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

(continued)

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

(continued)

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

(continued)

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

(continued)

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

(continued)

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

(continued)

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

(continued)

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

(continued)

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

(continued)

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

(continued)

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

(continued)

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

(continued)

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

(continued)

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

(continued)

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

Blends and Digraphs: Assessment

Student Name: _____

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

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

R-Controlled Vowels: Generic Lesson Plan

High-Frequency Words

We will warm up with speed words.

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

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

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

Sounding and Blending

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

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

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

Whisper Reading (up to 2 minutes)

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

Partner Reading (up to 2 minutes)

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

Choral Reading (1 minute)

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

R-Controlled Vowels: Lesson 5

High-Frequency Words

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

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

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

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

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

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

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

Sounding and Blending

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

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

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

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

(continued)

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

Whisper Reading (up to 2 minutes)

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

Partner Reading (up to 2 minutes)

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

Choral Reading (1 minute)

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

Words and Passages for Teaching Controlled Vowels

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

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

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

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

(continued)

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

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

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

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

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

(continued)

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

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

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

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

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

(continued)

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

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

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

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

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

(continued)

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

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

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

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

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

(continued)

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

11	<u>f</u> irst	s <u>p</u> in	l <u>i</u> p	t <u>i</u> n
	t <u>i</u> p	p <u>i</u> n	th <u>i</u> rd	s <u>k</u> ill
	s <u>p</u> it	tw <u>i</u> rl	s <u>t</u> ill	p <u>i</u> ll

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

12	g <u>e</u> t	f <u>e</u> rn	v <u>e</u> t	s <u>t</u> em
	n <u>e</u> rd	p <u>e</u> rch	t <u>e</u> n	w <u>e</u> t
	r <u>e</u> st	r <u>e</u> nt	s <u>t</u> ern	w <u>e</u> nt

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

(continued)

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

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

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

14	te <u>n</u>	te <u>r</u> n	bu <u>r</u> n	ne <u>s</u> t
	sp <u>u</u> r	plank	sp <u>a</u> rk	pe <u>s</u> t
	cran <u>k</u>	spun <u>k</u>	mas <u>k</u>	pa <u>r</u> k

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

(continued)

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

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

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

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

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

(continued)

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

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

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

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

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

(continued)

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

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

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

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

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

(continued)

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

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

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

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

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

(continued)

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

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

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

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

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

(continued)

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

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

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

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

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

(continued)

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

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

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

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

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

(continued)

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

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

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

R-Controlled Vowels: Assessment

Student Name: _____

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

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

Vowel-Consonant-e: Generic Lesson Plan

High-Frequency Words

We will warm up with speed words.

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

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

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

Teaching Letter Patterns

We are going to start by listening for vowel sounds.

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

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

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

[Distribute cards.]

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

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

Whisper Reading (up to 2 minutes)

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

Partner Reading (up to 2 minutes)

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

Choral Reading (1 minute)

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

Vowel-Consonant-e: Sample Script for Lesson 5

Teaching Letter Patterns

We are going to start by listening for vowel sounds.

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

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

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

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

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

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

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

[Finish all of the items.]

[Distribute cards.]

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

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

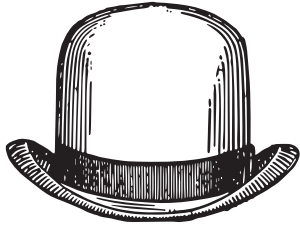
The next word is *stand*. Think about the vowel sound. Does the vowel say its name? "Go." [Children spell aloud.]

[Continue for the rest of the words.]

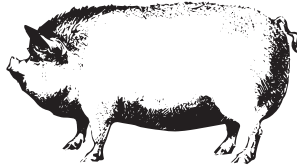
Now I will say a word, and I want you to write it. Remember to think about the vowel sound. Use a final e when the vowel says its name.

(continued)

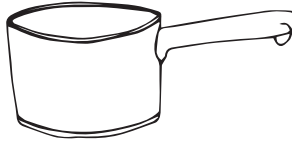
Short-Vowel Sounds



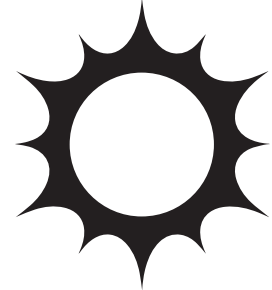
short a
hat



short i
pig



short o
pot



short u
sun

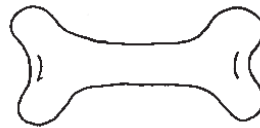
Long-Vowel Sounds



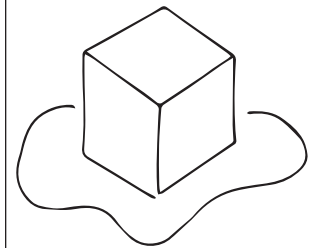
long a
cake



long i
bike



long o
bone



long u
cube

Words and Passages for Teaching Vowel-Consonant-e

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

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

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

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

(continued)

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

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

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

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

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

(continued)

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

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

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

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

(continued)

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

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

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

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

(continued)

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

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

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

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

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

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

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

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

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

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

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

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

Vowel-Consonant-e: Assessment

Student Name: _____

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

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

Long-Vowel Teams: Generic Lesson Plan

High-Frequency Words

We will warm up with speed words.

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

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

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

Decoding by Analogy

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

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

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

"I know _____, so this is _____."

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

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

Whisper Reading (up to 2 minutes)

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

Partner Reading (up to 2 minutes)

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

Choral Reading (1 minute)

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

Long-Vowel Teams: Sample Script for Lesson 5

Decoding by Analogy

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

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

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

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

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

"I know _____, so this is _____."

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

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

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

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

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

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

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

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

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

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

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

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

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

(continued)

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

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

Words and Passages for Decoding by Analogy

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

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

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

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

(continued)

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

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

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

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

(continued)

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

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

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

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

(continued)

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

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

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

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

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

(continued)

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

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

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

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

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

(continued)

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

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

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

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

(continued)

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

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

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

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

(continued)

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

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

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

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

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

(continued)

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

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

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

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

(continued)

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

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

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

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

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

(continued)

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

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

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

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

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

(continued)

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

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

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

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

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

(continued)

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

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

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

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

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

(continued)

Words and Passages for Decoding by Analogy (page 14 of 15)

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

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

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

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

(continued)

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

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

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

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

Vowel Teams: Assessment

Student Name: _____

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

(continued)

Vowel Teams: Assessment (page 2 of 2)

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

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

FIGURE 6.4. Checklist for targeting fluency and comprehension.

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

FIGURE 6.7. Guidelines for text selection.

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Sample Lessons for a First-Grade FAC Group

Henry and Mudge, by Cynthia Rylant (1996)

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

Sample Lessons for a Second-Grade Group

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

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

Sample Lessons for a Third-Grade Group

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

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

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Sample Lessons for a Third-Grade FAC Group

Hana's Suitcase, by Karen Levine (2003)

All lessons take the same format.	
1. What do we already know about these characters? What do we already know about the events? or Let's review what we learned in yesterday's reading. 2. Choral read the next chapter. 3. Partner or whisper read the same chapter. Work on improving expression. 4. Use the inferential questions below as a reading guide and then to structure a discussion.	
Reading	Questions for Discussion
Introduction	What kind of a story is <i>Hana's Suitcase</i> ? What were some of the actions of the Nazi dictator Adolf Hitler? How do children have the power to create peace in the future? What is a genocide? What other genocides—besides the Nazi genocide in World War II—have been recorded in history?
pp. 2–4	Where is the suitcase? What does the suitcase look like? Who is the owner of the suitcase? How could the owner of the suitcase end up in Auschwitz? What could the contents of a suitcase be?
pp. 5–9	Where was Nove Mesto? How many days did the father work? What did Hana's mother do once a week? What were some of the activities that people could do at Nove Mesto? Describe the town of Nove Mesto. How did Hana and George help at the store? Why would Hana's family be charitable? Why would being Jewish become very important in their life? What subjects do students study in public schools? What are the basic principles of the Jewish religion?
pp. 10–14	What does Fumiko want the young people of Japan to learn? How would actual items from people of the Holocaust assist Fumiko in her goal? What was Zyklon gas?
pp. 15–19	What was Hana's greatest love? What did Hana look like? What did Mr. Rott suggest? What prediction could be made about Hana's future based on her walnut? Why would Mr. Rott make such a suggestion? Were the Jewish people the only ones who were under attack during Hitler's reign?
pp. 20–21	What did 10-year-old Akira wonder about? Where did Fumiko write seeking information on Hana Brady? Why were the children encouraging Fumiko to proceed with her efforts?

(continued)

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

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

(continued)

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

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

(continued)

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

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

18-Week Lesson Plans for Multisyllabic Decoding

Week 1: Compound Words

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

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

Spelling Practice

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

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

(continued)

Multisyllabic Decoding (page 2 of 19)

Week 2 through Week 6: Prefixes and Suffixes

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

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

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

(continued)

Multisyllabic Decoding (page 3 of 19)

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

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

(continued)

Multisyllabic Decoding (page 4 of 19)

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

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

(continued)

Multisyllabic Decoding (page 5 of 19)

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

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

(continued)

Multisyllabic Decoding (page 6 of 19)

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

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

(continued)

Multisyllabic Decoding (page 7 of 19)

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

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

(continued)

Multisyllabic Decoding (page 8 of 19)

Week 7: Closed Syllables

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

Practice Words (Sample Talk)

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

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

Words

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

Spelling Practice

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

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

(continued)

Multisyllabic Decoding (page 9 of 19)

Week 8: Open and Closed Syllables

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

Practice Words (Sample Talk)

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

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

Spelling Practice

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

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

(continued)

Multisyllabic Decoding (page 10 of 19)

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

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

Practice Words (Sample Talk)

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

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

Words

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

Spelling Practice

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

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

(continued)

Multisyllabic Decoding (page 11 of 19)

Week 10: *r*-Controlled Syllables

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

Practice Words (Sample Talk)

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

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

Spelling Practice

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

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

(continued)

Multisyllabic Decoding (page 12 of 19)

Week 11: Vowel Teams

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

Practice Words (Sample Talk)

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

Day 1	Day 2	Day 3	Day 4	Day 5
seasons	contain	steamer	retrieve	healthy

Words

glow	float	fear	bear	pearl
maintain	fairway	faucet	compound	portrait
flounder	applaud	weather	roundup	instead
allow	boarder	harpoon	coastline	relief
crayon	mistook	preacher	enjoy	mushroom
ointment	county	feather	blackout	townsfolk
raccoon	autumn	daughter	tiptoe	beneath
approach	baboon	rooster	widow	repeat
complain	tattoo	slaughter	window	pillow
balloon	ready	jawbone	willow	freedom
meadow	feedback	seesaw	mildew	campaign

Spelling Practice

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

balloon	tattoo	daughter	willow	feedback
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Multisyllabic Decoding (page 13 of 19)

Week 12: Consonant-*le* Syllables

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

Practice Words (Sample Talk)

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

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

(continued)

Multisyllabic Decoding (page 14 of 19)

Week 13: -ed and -ing

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

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

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

(continued)

Multisyllabic Decoding (page 15 of 19)

Week 14: Changing y to i or No Change

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

(continued)

Multisyllabic Decoding (page 16 of 19)

Week 15: Combinations of Syllable Types

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

Practice Words (Sample Talk)

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

Day 1	Day 2	Day 3	Day 4	Day 5
prosecute	compromise	pantomime	personalize	instrument
Words				
speculate	persistent	compressor	stimulate	example
porcupine	argument	assembly	validate	ignorant
turbulent	evacuate	dictator	advocate	assignment
recorder	scholastic	fabricate	increasing	neighborhood
understand	refinement	determined	announcement	domestic
department	mechanism	technical	compromise	attainment
hibernate	synchronize	congratulate	absolute	retirement
camcorder	departure	customer	eradicate	government
delightful	dissatisfy	progressing	insulate	storekeeper
laborer	professor	murderer	singular	quadruple
Spelling Practice				
Now that we practiced reading multisyllabic words, let's try to spell them. Say the word, break it into syllables, and try to spell each syllable. In the end, check to see if each syllable part is represented correctly.				
porcupine	departure	customer	insulate	ignorant
camcorder	refinement	dictator	singular	domestic
hibernate	evacuate	congratulate	stimulate	example

(continued)

Multisyllabic Decoding (page 17 of 19)

Week 16: Accent and Schwa Sound

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

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

(continued)

Multisyllabic Decoding (page 18 of 19)

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

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

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

(continued)

Multisyllabic Decoding (page 19 of 19)

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

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

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

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

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

FIGURE 7.4. Guiding questions for selecting texts.

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

FIGURE 7.6. Checklist for targeting vocabulary and comprehension.

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Sample Lessons for a Second-Grade VAC Group

Biography: Scientists

Lesson 1

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

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

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

Lesson 2

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

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

(continued)

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

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

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

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

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

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

(continued)

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

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

Lesson 5

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

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

(continued)

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

Lesson 6

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

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

Sample Lessons for a Third-Grade VAC Group

Author Study: William Steig

Lesson 1

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

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

(continued)

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

Lesson 2

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

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

Lesson 3

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

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

(continued)

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

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

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

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

(continued)

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

Lesson 5

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

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

(continued)

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

Lesson 6

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

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

Lesson 7

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

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

(continued)

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

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

Lesson 8

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

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

(continued)

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

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

Lesson 9

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

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

(continued)

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

Lesson 10

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

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

Lesson 11

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

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

(continued)

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

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

Lesson 12

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

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

(continued)

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

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

Lesson 13

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

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