

Sam's Lunch Teacher's Guide



Sam's Lunch

Written and Illustrated by Jennifer Cheatham

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Target Read It Words	
a	like
do	not
I	want

Lesson A Warm-Up

Say the Word: not, like, chips, ham

Model

1. Teacher: I will say the sounds in a word. Then you will say the word. I'll do the first one. Listen. /nnn/ ot (If the first sound is continuous, hold it for 2-3 seconds. Say stop sounds quickly. Pause for thinking time.) That word is not. Say the word.
Students: (not)

Practice

2. Teacher: Listen. /lll/ ike
Say the word.

Students: (Say the word.)

Repeat Step 2 with /ch/ ips and /h/ am.

Corrective Feedback & Scaffolding

If students do not respond correctly, go through the steps below, starting with Step 1 and stopping when students are able to respond correctly.

1. Say the first sound and rime again. When the first sound is continuous, stretch first sounds 2-3 seconds and connect the sounds.

Example: /lllike/.

2. Gradually shorten the length of the beginning sounds.

Example: /llike/.

3. Provide the word and have students repeat it.

Example: /like/.

Say the First Sound: like, not, ham, chips

Model

1. Teacher: I will say a word. Then you will say the first sound in the word. Listen. Like. The first sound in like is /lll/. (Hold continuous sounds 2-3 seconds. Say stop sounds quickly.) Now let's do it together. Say the first sound in like.

Teacher and Students: /lll/

Teacher: Say the first sound in like.

Students: (/lll/)

Practice

2. Teacher: Say the first sound in not.

Students: (Say the first sound.)

Repeat Step 2 with ham and chips.

Corrective Feedback & Scaffolding

If students make an error, follow the I, We, You feedback procedure.

I: Listen. The first sound in ____ is _____. If the first sound is a continuous sound, stretch the first sound 2-3 seconds.

We: Say the first sound in ____ with me. Students say the first sound with you.

You: Your turn. Say the first sound in _____. Students say the first sound independently.

All new letter-sounds and Read It words are introduced in Lesson A. If students struggle with any of the Warm-Up routines, additional prompting and scaffolding may be needed. See the Teacher's Manual for suggestions.

Say the Letter-Sound

1. Teacher: Now we are going to learn some new letter-sounds. I am going to say the letter-sound. Then you will say it with me. Then you will say the letter-sound by yourself. (Touch the letter, holding your finger on the letter for 2-3 seconds for a continuous sound or tapping the letter quickly for a stop sound. Stretch continuous sounds for 2-3 seconds and say stop sounds quickly.)

2. Teacher: Listen. /mmm/ Say it with me.

Teacher and Students: /mmm/

Teacher: Your turn.

Students: (/mmm/)

Repeat Step 2 with the remaining letters.

/p/ /sss/ /t/ /p/

/sss/ /t/ /mmm/ /p/ /sss/

Corrective Feedback & Scaffolding

Students should look at the letter as you point to it and repeat the sound when prompted. If students make an error, repeat the procedure.

Read It

1. Teacher: Now we are going to learn some new Read It words. I am going to read the word. Then you will read it with me. Then you will read it by yourself.

2. Teacher: Listen. A. Read it with me.

Teacher and Students: A

Teacher: Your turn.

Students: (A)

Repeat Step 2 with the remaining words.

Corrective Feedback & Scaffolding

Students should look at the word as you point to it and repeat the word when prompted. If students make an error, repeat the procedure.

Warm-Up				
Say the Letter-Sound				
m	p	s	t	p
s	t	m	p	s
Read It				
a	do	I	like	not
want	like	do	a	want

Lesson A Book: Predict and Read



Teacher: We are going to read a new book. (Point to the title on the student book.) **The title is *Sam's Lunch*. Look at the picture. What do you think this book is about?**

Students: (Say what they think the book is about.)

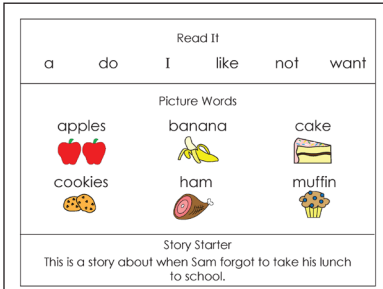
Teacher: Now let's look through the book and see if we can predict what will happen. (Go through the book, page by page. Look at the pictures and discuss predictions. Provide support as needed.)

Spend only 2-3 minutes making predictions.

Teacher: I'll read these word lists to you. These are words you will read in the story.

Read the lists and story starter to the students. Be sure the students know what the pictures are for the Picture Words.

***Important:** The teacher reads the word list to the student. The purpose of the list is to briefly familiarize students with the words they will read in the book. Keep this brief so you can spend more time reading the book.*



If this is the students' first Level 1 book, use the **read with echo reading** procedures. Otherwise, use the **read with error correction** procedures.

Read with Echo Reading

Teacher: Let's read the story and see if our predictions are right. I'll read my part. Then we will Echo Read together. That means I'll read your part and then you will read your part. You will echo me. Let's read.

The Teacher reads the Helper Text with the gray background. Then the Teacher and Student echo read the Student Text. As needed, prompt students to look at each word and point to it as they read. Pause periodically to briefly discuss if predictions were correct.

Echo Reading Procedures

1. Teacher reads a sentence.
2. Students read the same sentence, pointing to each word as they say it.
3. Repeat with the next sentence.

Read with Error Correction

Teacher: Let's read the story and see if our predictions are right. I'll read my part. Then you will read your part. If you get stuck on a word, I will help you. Let's read.

The teacher reads the Helper Text. Students read their part. Teacher corrects mistakes using the feedback below. Pause periodically to briefly discuss if predictions were correct.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Read the word for the students.

We: Read it with me. Students read the word with you.

You: Your turn. Students read the word independently.

Start the sentence again.

If students make 3 errors in a sentence, echo read the sentence.

Lesson A Learning Game



A Learning Game should be included in every lesson and should NOT be skipped. This is the part of the lesson when students receive intensive practice of key skills. Directions for each Learning Game are with the game. At the end of each day's lesson, there is a specific recommended Learning Game. These games were selected to ensure that multiple areas of literacy development are addressed across a week. However, if you have been in this level for more than one week, we recommend using the **Weekly Progress Monitoring** form to identify areas of need for your students and select Learning Games based on their needs.

Think and Sort is the recommended Learning Game for Lesson A, but you may prefer to substitute other Learning Games that target skills needing extra reinforcement.

Lesson B Warm-Up

Say the Word: like, chips, ham, not

Model

1. Teacher: I will say the sounds in a word. Then you will say the word. I'll do the first one. Listen. /lll/ ike (If the first sound is continuous, hold it for 2-3 seconds. Say stop sounds quickly. Pause for thinking time.) That word is like. Say the word.

Students: (like)

Practice

2. Teacher: Listen. /ch/ ips

Say the word.

Students: (Say the word.)

Repeat Step 2 with /h/ am and /nnn/ ot.

Corrective Feedback & Scaffolding

If students do not respond correctly, go through the steps below, starting with Step 1 and stopping when students are able to respond correctly.

1. Say the first sound and rime again. When the first sound is continuous, stretch first sounds 2-3 seconds and connect the sounds.

Example: /lllike/.

2. Gradually shorten the length of the beginning sounds.

Example: /llike/.

3. Provide the word and have students repeat it.

Example: /like/.

Say the First Sound: ham, chips, not, like

Model

1. Teacher: I will say a word. Then you will say the first sound in the word. Listen. Ham. The first sound in ham is /h/. (Hold continuous sounds 2-3 seconds. Say stop sounds quickly.) Now let's do it together. Say the first sound in ham.

Teacher and Students: /h/

Teacher: Say the first sound in ham.

Students: (/h/)

Practice

2. Teacher: Say the first sound in chips.

Students: (Say the first sound.)

Repeat Step 2 with not and like.

Corrective Feedback & Scaffolding

If students make an error, follow the I, We, You feedback procedure.

I: Listen. The first sound in ____ is _____. If the first sound is a continuous sound, stretch the first sound 2-3 seconds.

We: Say the first sound in ____ with me. Students say the first sound with you.

You: Your turn. Say the first sound in _____. Students say the first sound independently.



All new letter-sounds and Read It words were introduced in Lesson A.

Say the Letter-Sound

1. Teacher: Now we are going to practice letter-sounds. When I touch the letter, say the letter-sound. Remember to say the sound for as long as I touch it.

2. Teacher: Say the letter-sound. (Touch the letter, holding your finger on the letter for 2-3 seconds for a continuous sound or tapping the letter quickly for a stop sound.)

Students: (Say the sound, stretching continuous sounds for 2-3 seconds and saying stop sounds quickly.)

Repeat Step 2 with all of the letters.

Corrective Feedback & Scaffolding

For the first two errors in a row, follow the correction procedure below fully. After the third error, use the echo procedure as modeled in Lesson A, and do not start the row again.

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Say the sound for the students.

We: Say it with me. Students say the sound with you.

You: Your turn. Students say the sound independently.

Start the row again.

Read It

1. Teacher: Now we are going to practice our Read It words. Look at each word when I point to it. Read it when I tap it.

2. Teacher: (Point to the word.) Read it. (Tap the word.)

Students: (Read the word.)

Repeat Step 2 with all of the words.

Corrective Feedback & Scaffolding

For the first two errors in a row, follow the correction procedure fully. After the third error, use the echo procedure as modeled in Lesson A, and do not start the row again.

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Read the word for the students.

We: Read it with me. Students read the word with you.

You: Your turn. Students read the word independently.

Start the row again.

Warm-Up				
Say the Letter-Sound				
p	m	s	t	m
t	s	p	m	s
Read It				
I	like	a	want	I
not	do	want	do	a

© Friends on the Block Sam's Lunch Lesson 5

Lesson B Book: Read and Discuss

Use this guide to direct discussion and enhance student engagement. As you read, pause periodically to ask 1-2 questions. Questions increase in difficulty as the question "steps" and numbers increase, with step 3 being the most difficult.

Read with Error Correction

Teacher reads the Helper text. Students read the Student Text. Teacher corrects mistakes using the feedback below.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

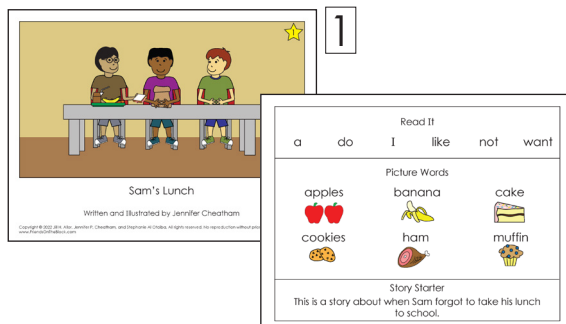
I: Listen. Read the word for the students.

We: Read it with me. Students read the word with you.

You: Your turn. Students read the word independently.

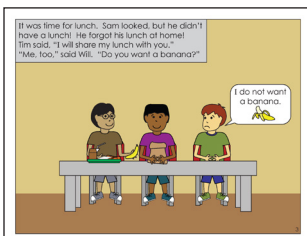
Start the sentence again.

If students make 3 errors in a sentence, echo read the sentence. See Lesson A for procedures.



2 **Teacher: The title is *Sam's Lunch*.** (Point to the word list on the next page.) **I'll read these word lists to you. These are words you will read in the story.**

Read the lists and story starter to the students.



3

3

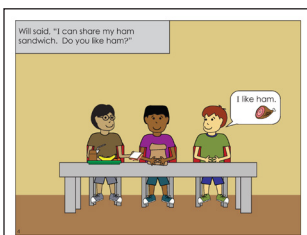
Why is Sam sad? (forgot his lunch at home)
Who will help him? (Tim and Will)
How will they help him? (share their lunches)

2

What is this? (point to tray) What is this? (point to brown lunch bag) Which one was brought from home? (lunch bag) Does Sam have a lunch? (no)

1

Where are the boys? (at the table) How many boys are sitting at the table? (3) What color is Will's tray? (green)
What is Will eating for lunch? (banana, carrots, sandwich, drink)



4

3

Do you think Sam likes ham? (yes, he is smiling)
Do you think Sam will take the sandwich? Why? (yes, he is hungry) Do you like ham?

2

What's happening on this page? (Will is sharing his sandwich with Sam.) What kind of sandwich does Will have? (ham sandwich)

1

What color is the table? (gray)
Are the boys standing or sitting? (sitting)



5

3

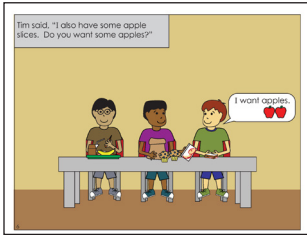
What else could Will share with Sam? (carrot, banana) Do you think Tim has anything else in his lunchbag he could share with Sam?

2

Does Sam want a blueberry muffin? (no) Do you like blueberry muffins? Why does Sam not want a blueberry muffin?

1

What are these? (point to the muffins) How many muffins are there? (2) What kind of muffins are they? (blueberry muffins)



6

3

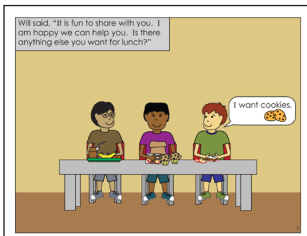
So far, what is Sam eating for his lunch? (ham sandwich, blueberry muffins) Do you think Sam is happy now? Why?

2

What is going on here? (Tim is offering to share his apple slices with Sam)

1

What is this? (point to bag of apple slices)



7

3

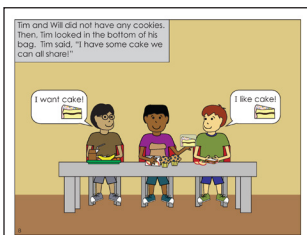
What else do you like to eat for lunch?

2

Do you think Will or Tim have cookies to share with Sam? Let's turn the page and find out.

1

What else does Sam want for lunch? (cookies)



8

3

What did Sam finally eat for lunch? (ham sandwich, apple slices, cake) Where did he get the food from? (his friends) Do you think he was still hungry?

2

What does Tim have in the bottom of his lunchbag? (cake) Does Sam like cake? (yes) Who will Tim share his cake with? (Sam and Will)

1

Did Tim or Will have any cookies? (no)

Learning Game



Sounds BINGO is the recommended Learning Game for Lesson B, but you may prefer to substitute other Learning Games that target skills needing extra reinforcement. Refer to the **Weekly Progress Monitoring** form.



Lesson C Warm-Up

Say the Word: chips, ham, not, like

Model

1. Teacher: I will say the sounds in a word. Then you will say the word. I'll do the first one. **Listen.** /ch/ ips (If the first sound is continuous, hold it for 2-3 seconds. Say stop sounds quickly. Pause for thinking time.) **That word is chips. Say the word.**

Students: (chips)

Practice

2. Teacher: **Listen.** /h/ am
Say the word.

Students: (Say the word.)

Repeat Step 2 with /nnn/ ot and /lll/ ike.

Corrective Feedback & Scaffolding

If students do not respond correctly, go through the steps below, starting with Step 1 and stopping when students are able to respond correctly.

1. Say the first sound and rime again. When the first sound is continuous, stretch first sounds 2-3 seconds and connect the sounds.

Example: /lllike/.

2. Gradually shorten the length of the beginning sounds.

Example: /llike/.

3. Provide the word and have students repeat it.

Example: /like/.

Say the First Sound: not, like, chips, ham

Model

1. Teacher: I will say a word. Then you will say the first sound in the word. **Listen.**

Not. The first sound in not is /nnn/. (Hold continuous sounds 2-3 seconds. Say stop sounds quickly.) **Now let's do it together. Say the first sound in not.**

Teacher and Students: /nnn/

Teacher: Say the first sound in not.

Students: (/nnn/)

Practice

2. Teacher: Say the first sound in like.

Students: (Say the first sound.)

Repeat Step 2 with chips and ham.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. The first sound in ____ is _____. If the first sound is a continuous sound, stretch the first sound 2-3 seconds.

We: Say the first sound in ____ with me. Students say the first sound with you.

You: Your turn. Say the first sound in _____. Students say the first sound independently.



All new letter-sounds and Read It words were introduced in Lesson A.

Say the Letter-Sound

1. Teacher: Now we are going to practice letter-sounds. When I touch the letter, say the letter-sound. Remember to say the sound for as long as I touch it.

2. Teacher: Say the letter-sound. (Touch the letter, holding your finger on the letter for 2-3 seconds for a continuous sound or tapping the letter quickly for a stop sound.)

Students: (Say the sound, stretching continuous sounds for 2-3 seconds and saying stop sounds quickly.)

Repeat Step 2 with all of the letters.

Corrective Feedback & Scaffolding

For the first two errors in a row, follow the correction procedure below fully. After the third error, use the echo procedure as modeled in Lesson A, and do not start the row again.

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Say the sound for the students.

We: Say it with me. Students say the sound with you.

You: Your turn. Students say the sound independently.

Start the row again.

Read It

1. Teacher: Now we are going to practice our Read It words. Look at each word when I point to it. Read it when I tap it.

2. Teacher: (Point to the word.) **Read it.** (Tap the word.)

Students: (Read the word.)

Repeat Step 2 with all of the words.

Corrective Feedback & Scaffolding

For the first two errors in a row, follow the correction procedure fully. After the third error, use the echo procedure as modeled in Lesson A, and do not start the row again.

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Read the word for the students.

We: Read it with me. Students read the word with you.

You: Your turn. Students read the word independently.

Start the row again.

Warm-Up				
Say the Letter-Sound				
m	t	p	s	m
s	p	t	p	t
Read It				
do	a	not	like	not
I	not	do	I	want

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Lesson C Book: Read and Discuss

Use this guide to direct discussion and enhance student engagement. As you read, pause periodically to ask 1-2 questions. Questions increase in difficulty as the question "steps" and numbers increase, with step 3 being the most difficult.

Read with Error Correction

Teacher reads the Helper text. Students read the Student Text. Teacher corrects mistakes using the feedback below.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

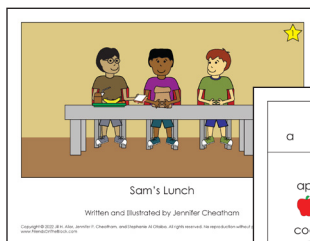
I: Listen. Read the word for the students.

We: Read it with me. Students read the word with you.

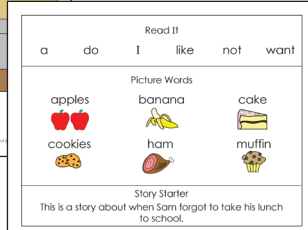
You: Your turn. Students read the word independently.

Start the sentence again.

If students make 3 errors in a sentence, echo read the sentence. See Lesson A for procedures.



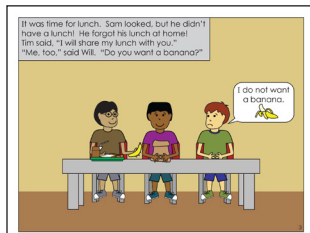
1



2

Teacher: The title is *Sam's Lunch*. (Point to the word list on the next page.) **I'll read these word lists to you. These are words you will read in the story.**

Read the lists and story starter to the students.



3

3

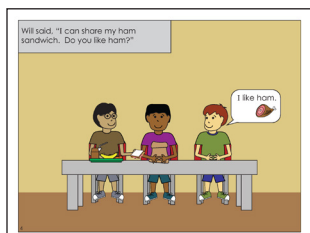
Why is Sam sad? (forgot his lunch at home)
Who will help him? (Tim and Will) How will they help him? (share their lunches with him)

2

What is this? (point to tray) What is this? (point to brown lunch bag) Which one was brought from home? (lunch bag) Does Sam have a lunch? (no)

1

Where are the boys? (school cafeteria) How many boys are sitting at the table? (3) What color is Will's tray? (green) What is Will eating for lunch? (banana, carrots, sandwich, drink)



4

3

Do you think Sam likes ham? (yes, he is smiling)
Do you think Sam will take the sandwich? Why? (yes, he is hungry) Do you like ham?

2

What's happening on this page? (Will is sharing his sandwich with Sam.) What kind of sandwich does Will have? (ham sandwich)

1

What color is the table? (gray)
Are the boys standing or sitting? (sitting)



5

3

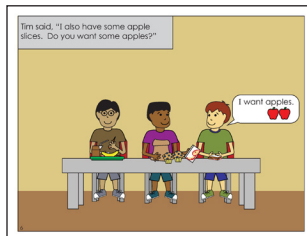
What else could Will share with Sam? (carrot, banana) Do you think Tim has anything else in his lunchbag he could share with Sam?

2

Does Sam want a blueberry muffin? (no) Do you like blueberry muffins? Why does Sam not want a blueberry muffin?

1

What are these? (point to the muffins) How many muffins are there? (2) What kind of muffins are they? (blueberry muffins)



6

3

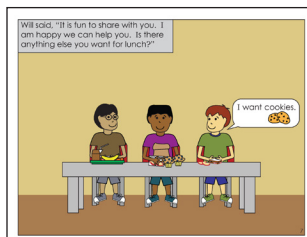
So far, what is Sam eating for his lunch? (ham sandwich, blueberry muffins) Do you think Sam is happy now? Why?

2

What is going on here? (Tim is offering to share his apple slices with Sam)

1

What is this? (point to bag of apple slices)



7

3

What else do you like to eat for lunch?

2

Do you think Will or Tim have cookies to share with Sam? Let's turn the page and find out.

1

What else does Sam want for lunch? (cookies)



8

3

What did Sam finally eat for lunch? (ham sandwich, apple slices, cake) Where did he get the food from? (his friends) Do you think he was still hungry?

2

What does Tim have in the bottom of his lunchbag? (cake) Does Sam like cake? (yes) Who will Tim share his cake with? (Sam and Will)

1

Did Tim or Will have any cookies? (no)

Learning Game



Super Sentences is the recommended Learning Game for Lesson C, but you may prefer to substitute other Learning Games that target skills needing extra reinforcement. Refer to the **Weekly Progress Monitoring** form.



Lesson D Warm-Up

Say the Word: ham, not, like, chips

Model

1. Teacher: I will say the sounds in a word. Then you will say the word. I'll do the first one. **Listen.** /h/ am (If the first sound is continuous, hold it for 2-3 seconds. Say stop sounds quickly. Pause for thinking time.) **That word is ham. Say the word.**
Students: (ham)

Practice

2. Teacher: **Listen.** /nnn/ ot
Say the word.

Students: (Say the word.)

Repeat Step 2 with /lll/ ike and /ch/ ips.

Corrective Feedback & Scaffolding

If students do not respond correctly, go through the steps below, starting with Step 1 and stopping when students are able to respond correctly.

1. Say the first sound and rime again. When the first sound is continuous, stretch first sounds 2-3 seconds and connect the sounds.

Example: /lllike/.

2. Gradually shorten the length of the beginning sounds.

Example: /llike/.

3. Provide the word and have students repeat it.

Example: /like/.

Say the First Sound: chips, ham, like, not

Model

1. Teacher: I will say a word. Then you will say the first sound in the word. **Listen.** Chips. The first sound in chips is /ch/. (Hold continuous sounds 2-3 seconds. Say stop sounds quickly.) **Now let's do it together. Say the first sound in chips.**

Teacher and Students: /ch/

Teacher: Say the first sound in chips.

Students: (/ch/)

Practice

2. Teacher: Say the first sound in ham.

Students: (Say the first sound.)

Repeat Step 2 with like and not.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. The first sound in ____ is _____. If the first sound is a continuous sound, stretch the first sound 2-3 seconds.

We: Say the first sound in ____ with me. Students say the first sound with you.

You: Your turn. Say the first sound in _____. Students say the first sound independently.



All new letter-sounds and Read It words were introduced in Lesson A.

Say the Letter-Sound

1. Teacher: Now we are going to practice letter-sounds. When I touch the letter, say the letter-sound. Remember to say the sound for as long as I touch it.

2. Teacher: Say the letter-sound. (Touch the letter, holding your finger on the letter for 2-3 seconds for a continuous sound or tapping the letter quickly for a stop sound.)

Students: (Say the sound, stretching continuous sounds for 2-3 seconds and saying stop sounds quickly.)

Repeat Step 2 with all of the letters.

Corrective Feedback & Scaffolding

For the first two errors in a row, follow the correction procedure below fully. After the third error, use the echo procedure as modeled in Lesson A, and do not start the row again.

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Say the sound for the students.

We: Say it with me. Students say the sound with you.

You: Your turn. Students say the sound independently.

Start the row again.

Read It

1. Teacher: Now we are going to practice our Read It words. Look at each word when I point to it. Read it when I tap it.

2. Teacher: (Point to the word.) Read it. (Tap the word.)

Students: (Read the word.)

Repeat Step 2 with all of the words.

Corrective Feedback & Scaffolding

For the first two errors in a row, follow the correction procedure fully. After the third error, use the echo procedure as modeled in Lesson A, and do not start the row again.

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Read the word for the students.

We: Read it with me. Students read the word with you.

You: Your turn. Students read the word independently.

Start the row again.

Warm-Up				
Say the Letter-Sound				
s	m	t	m	t
m	p	s	t	p
Read It				
like	want	like	do	I
not	a	want	like	not



Lesson D Book: Read and Review

Read with Error Correction

Students read. Teacher corrects mistakes using the feedback below.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Read the word for the students.

We: Read it with me. Students read the word with you.

You: Your turn. Students read the word independently.

Start the sentence again.

If students make 3 errors in a sentence, echo read the sentence. See Lesson A for procedures.

Story Grammar

After reading the entire story, discuss the parts of the story with your students using the Story Grammar graphic organizer as a guide. Expand upon student responses by thinking aloud and modeling language. As you model, encourage students to repeat your phrases and sentences. (If desired, print the graphic organizer and write down student responses.)

STORY GRAMMAR

 Listen to me read the title of each box. Each of these is a part of the story.
 Think about the book.
 Tell me about that part of the book. Look at the pictures to help you remember.

CHARACTERS Who the Story is About	PLOT What Happens in the Story
SETTING When and Where the Story Takes Place	

Learning Game



Scavenger Hunt is the recommended Learning Game for Lesson D.

You may also add your own clues to reinforce specific skills or substitute other Learning Games based on the **Weekly Progress Monitoring** form.

Lesson E Reinforcement and Assessment

Use part of today's lesson to assess the Target Words, recording student responses on the **Weekly Progress Monitoring** form. (Complete page 2 of the form and make instructional decisions for your next lesson during planning time. Guidance on when to move to the next level is provided on page 2.)

Use the remaining lesson time for **Learning Games** to provide additional practice on specific skills.