

Animals Up Close Teacher's Guide



Animals Up Close

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Target Read It Words		
any	family	room
ball	girl	saw
both	more	their
boy	most	warm
done	once	young

Target Sound It Out Words		
cold	plain	stay
day	play	tail
hold	rain	told
may	roll	wait
old	say	way

Lesson A Warm-Up

Say and Write: cold, day, may, hold

1. Teacher: Today we will say and write words that are spelled with the letters “ol” and “ay.” (Write the patterns where the students can see them. Point to each pattern as you say the following.) The letters “ol” say /oolll/. Say it with me. /oolll/. The letters “ay” say /aaa/. Say it with me. /aaa/. Now, I will say a word. Then you will say each sound in the word, one at a time. Then you will write the word. I will do the first one. The first word is **cold**. Listen to me say the sounds. /k/ooo/lll/d/ (Hold continuous sounds. Say stop sounds quickly.) Say the sounds with me.

Teacher and Students: (Say each sound, holding up one finger at a time.)

Teacher: Now, watch me write the word as I say the sounds again. (Model writing the word by saying each sound as you write.) Now, you write the word.

Remember to say each sound as you write.

Students: (Write the word, saying each sound as they write.)

2. Teacher: Listen. **Day.** Say the sounds.

Students: (Say the sounds.)

Teacher: Write the word. Remember to say each sound as you write.

Students: (Write the word, saying each sound as they write.)

Repeat Step 2 with **may** and **hold**.

Corrective Feedback & Scaffolding

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

For errors saying sounds:

I: Listen. Say the sounds, holding continuous sounds and saying stop sounds quickly.

We: Say the sounds with me. Students say the sounds with you.

You: Your turn. Say the sounds. Students say the sounds independently.

For errors writing letters:

I: Listen. Say the sounds, stopping on the missed letter. Repeat that sound and ask the students what letter(s) say that sound. If needed, provide the name of the letter(s) and have the students say it with you (**We**).

You: Your turn. Students write the letter(s).

Sound It Out

1. Teacher: Now we are going to practice our new letter patterns and use them to sound out words. (Point to each pattern as you say the following.) The letters “ai” say /aaa/. Say it with me. /aaa/. The letters “ay” also say /aaa/. Say it with me. /aaa/. The letters “ol” say /ooolll/. Say it with me. /ooolll/. Now we are going to practice sounding out words with these patterns. I will say the underlined part and then the word. Then you will do this with me. Then you will do this by yourself.

2. Teacher: Listen. (Point to and say the underlined part and then the word). Now let's do that together. Say the part. (Point.) Say the word. (Point.)

Teacher and Students: (Say the part and then the word.)

Teacher: Your turn. Say the part. (Point.) Say the word. (Point.)

Students: (Say the part and then the word.)

Repeat Step 2 with remaining words.

Corrective Feedback & Scaffolding

Students should look as you point and repeat the parts and words 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. Any. Read it with me.

Teacher and Students: Any.

Teacher: Your turn.

Students: (any)

Repeat Step 2 with the remaining words.

Corrective Feedback & Scaffolding

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

Read Each Word

1. Teacher: Now we are going to read words with and without endings. The endings are the letters “s,” “ing” and “ed.” (If desired, write the words on a board and circle endings.)

2. Teacher: Look carefully at the words in this row as I read them to you. (Point and read.)

Teacher: Now let’s read the row together. Read it.

Teacher and Students: (Point and read each word in the row.)

Teacher: Now you will read the row by yourselves. Read it. (Point to each word.)

Students: (Read each word in the row.)

Repeat Step 2 with the remaining row.

Corrective Feedback & Scaffolding

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

Read Each Part

1. Teacher: Now we are going to practice reading big words. First, you will read the parts. You will read each part again and then put the parts together to read the big word. (If needed, model the first row.)

2. Teacher: Read it. (Point to each part and word.)

Students: (Read the parts and then the word.)

Repeat Step 2 with the remaining row.

Corrective Feedback & Scaffolding

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

I: Listen. Read the parts and the word for the students.

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

You: Your turn. Students read independently.

Warm-Up

Sound It Out

rain	wait
day	play
old	cold

Read It

any	done	family	more
most	once	saw	their

Warm-Up

Read Each Word

drink	drinks	drinking
play	plays	played

Read Each Part

can not	can not	cannot
tall est	tall est	tallest

Lesson A Book: Predict, Read, and Discuss

Teacher: We are going to begin reading a new book. (Point to the title on the student book.) The title is *Animals Up Close*. 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: Before we read, let's review the words from our book. 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.

Read with Error Correction

Teacher: Now 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. (Read pages 4 - 6.)

Teacher reads the Helper Text. Students read the Student Text. Teacher corrects mistakes using the feedback below. Pause periodically to ask questions using the guide on the next page.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure. If students make 3 errors in a sentence, echo read the sentence.

Sound It Out Words

Teacher: Sound it out. (If students can sound out the word, have them read the word and start the sentence again. If they struggle, follow the complete correction procedure below.)

I: Listen. Sound it out for the students by saying the sounds and word.

We: Sound it out with me. Students say the sounds and word with you.

You: Your turn. Students say the sounds and word independently.

Start the sentence again.

Read It Words

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.

Echo Reading Procedures (recommended if students make 3 errors in a sentence)

1. Teacher reads the sentence.
2. Students read the same sentence, pointing to each word as they say it.

Pause periodically to prompt discussion by asking questions using the guide below. Questions increase in difficulty as the numbers increase, with step 3 being the most difficult. Corrective feedback and scaffolding are on the previous page.

Chapter 1 Questions (pages 4-6)

Level 3

Have you ever seen some animals up close?

Are there any animals you would like to see up close?

Have you ever read any other books about animals?

Level 2

What type of day is a good day to go to the zoo?
(a warm day with no rain)

Do most animals like to play in the rain? (no)

What do baby mammals drink? (their mom's milk)

Level 1

Page 6

What is this? (a monkey)

Point to the baby monkey.

Point to the mom monkey.

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.

Writing Super Sentences is the recommended Learning Game for Lesson A. Writing needs to happen regularly, so we do not recommend substituting another activity for this one. You can make it more engaging by using a variety of paper/surfaces and writing instruments.

Fluency Building Routine

The **Fluency Building Routine** should be completed with each student at least twice per week. In this routine, the student reads a passage from a previous level twice for one minute each. During the first “cold” reading and second “hot” reading, the teacher times the student, marks errors, and records correct words per minute. Results are graphed to monitor growth, and students are encouraged to improve their accuracy, rate, and expression. Passages and detailed directions are provided.

Lesson B Warm-Up

For the routines on this page, reintroduce letter sounds and patterns as needed. Use Lesson A as a model.

Say and Write: fun, plain, up, wait

1. Teacher: Today we will say and write words that are spelled with the letter “u” and the letters “ai.” (Write the patterns where the students can see them.) **I will say a word. Then you will say each sound in the word, one at a time. Then you will write the word while you say the sounds again. The first word is *fun*. Say the sounds.**

Students: (Say the sounds.)

Teacher: Write the word. Remember to say each sound as you write.

Students: (Write the word, saying the sounds as they write.)

2. Teacher: Listen. Plain. Say the sounds.

Students: (Say the sounds.)

Teacher: Write the word. Remember to say each sound as you write.

Students: (Write the word, saying each sound as they write.)

Repeat Step 2 with remaining words.

Corrective Feedback & Scaffolding

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

For errors saying sounds:

I: Listen. Say the sounds, holding continuous sounds and saying stop sounds quickly.

We: Say the sounds with me. Students say the sounds with you.

You: Your turn. Say the sounds. Students say the sounds independently.

For errors writing letters:

I: Listen. Say the sounds, stopping on the missed letter. Repeat that sound and ask the students what letter(s) say that sound. If needed, provide the name of the letter(s) and have the students say it with you (*We*).

You: Your turn. Students write the letter(s).

Sound It Out

1. Teacher: Now we are going to practice the letter sounds and patterns we have learned and use them to sound out words. You’re going to say the underlined part of a word and then say the word.

2. Teacher: Say the part. (Point to the part.) Say the word. (Point to the word.)

Students: (Say the part and then the word.)

Repeat Step 2 with remaining words.

Corrective Feedback & Scaffolding

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

For errors saying parts:

I: Listen. Say the part.

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

You: Your turn. Say the part. Students say the part independently.

You: Say the word. Students say the word independently.

Start the row again.

For errors saying words:

I: Listen. Sound it out for the students by saying all the sounds and the word.

We: Sound it out with me. Say the sounds and word with you.

You: Your turn. Students say the sounds and word independently.

Start the row again.

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. Ball. Read it with me.

Teacher and Students: Ball.

Teacher: Your turn.

Students: (ball)

Repeat Step 2 with the remaining words.

Corrective Feedback & Scaffolding

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

Read Each Word

1. Teacher: Now we are going to read words with and without endings, so look at each word carefully. Read it when I tap it.

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

Students: (Read word.)

Repeat Step 2 with remaining words.

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 row again.

Read Each Part

1. Teacher: Now we are going to practice reading big words. First, you will read the parts. You will read each part again and then put the parts together to read the big word.

2. Teacher: Read it. (Point to each part and word.)

Students: (Read the parts and then the word.)

Repeat Step 2 with the remaining row.

Corrective Feedback & Scaffolding

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

I: Listen. Read the parts and the word for the students.

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

You: Your turn. Students read independently.

Warm-Up

Sound It Out

play cold make plain day

Read It

ball both boy girl

room warm young more

Warm-Up

Read Each Word

hold holds holding

eat eats eating

Read Each Part

in sects in sects insects

tall est tall est tallest

Lesson B Book: Read and Discuss

Today we are going to read some more of our book. Let's start reading on page 7.
(Read pages 7 - 9.)

Read with Error Correction: Teacher reads the Helper Text. Students read the Student Text. Teacher corrects mistakes using the feedback below. Pause periodically to prompt discussion by asking questions using the guide on the next page.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.
If students make 3 errors in a sentence, echo read the sentence.

Sound It Out Words

Teacher: Sound it out. (If students can sound out the word, have them read the word and start the sentence again. If they still struggle, follow the complete correction procedure below.)

I: Listen. Say the sounds and word for students.

We: Sound it out with me. Students say the sounds and word with you.

You: Your turn. Students say the sounds and word independently.

Start the sentence again.

Read It Words

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.

Level 3 questions are the most difficult. More details, including corrective feedback and scaffolding procedures are on the previous page.

Chapter 1 Questions (pages 7-9)

Level 3

What do you think is special about elephants?

What do you use to hold things? (hands/arms, bags, etc.)

Do you like hippos? What do you like about hippos?

Can you think of anything that reminds you of a hippo, or have you ever seen a hippo? (various; pigs, cartoon characters, etc.)

Do you think an elephant would make a good pet? Why or why not?

Level 2

What is a word that describes elephants? (various; big, strong, opinion words)

Do boy or girl elephants have tusks? (both)

Elephants swish their _____. (tails)

What is a word that describes hippos? (various)

Can hippos run fast? (yes)

Are giraffes tall or short? (tall) Are giraffes spotted or plain? (spotted)

Level 1

What is this? (an elephant)

Point to the tusk. Point to the baby elephant.

Are elephants big or small?

Page 8 :Point to the hippo.

Page 9: What is this? (giraffe)

Learning Game



Speed Reader 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 and Write: old, best, told, red

1. Teacher: Today we will say and write words that are spelled with the letters “ol” and the letter “e.” (Write the patterns where the students can see them.) I will say a word. Then you will say each sound in the word, one at a time. Then you will write the word while you say the sounds again. The first word is **old**. Say the sounds.

Students: (Say the sounds.)

Teacher: Write the word. Remember to say each sound as you write.

Students: (Write the word, saying the sounds as they write.)

2. Teacher: Listen. **Best**. Say the sounds.

Students: (Say the sounds.)

Teacher: Write the word. Remember to say each sound as you write.

Students: (Write the word, saying each sound as they write.)

Repeat Step 2 with remaining words.

Corrective Feedback & Scaffolding

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

For errors saying sounds:

I: Listen. Say the sounds, holding continuous sounds and saying stop sounds quickly.

We: Say the sounds with me. Students say the sounds with you.

You: Your turn. Say the sounds. Students say the sounds independently.

For errors writing letters:

I: Listen. Say the sounds, stopping on the missed letter. Repeat that sound and ask the students what letter(s) say that sound. If needed, provide the name of the letter(s) and have the students say it with you (**We**).

You: Your turn. Students write the letter(s).

Sound It Out

1. Teacher: Now we are going to practice the letter sounds and patterns we have learned and use them to sound out words. You're going to say the underlined part of a word and then say the word.

2. Teacher: Say the part. (Point to the part.) Say the word. (Point to the word.)

Students: (Say the part and then the word.)

Repeat Step 2 with remaining words.

Corrective Feedback & Scaffolding

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

For errors saying parts:

I: Listen. Say the part.

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

You: Your turn. Say the part. Students say the part independently.

You: Say the word. Students say the word independently.

Start the row again.

For errors saying words:

I: Listen. Sound it out for the students by saying all the sounds and the word.

We: Sound it out with me. Say the sounds and word with you.

You: Your turn. Students say the sounds and word 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

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.

Read Each Word

1. **Teacher:** Now we are going to read words with and without endings, so look at each word carefully. Read it when I tap it.

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

Students: (Read word.)

Repeat Step 2 with remaining words.

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 row again.

Read Each Part

1. **Teacher:** Now we are going to practice reading big words. First, you will read the parts. You will read each part again and then put the parts together to read the big word.

2. **Teacher:** **Read it.** (Point to each part and word.)

Students: (Read the parts and then the word.)

Repeat Step 2 with the remaining row.

Corrective Feedback & Scaffolding

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

I: Listen. Read the parts and the word for the students.

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

You: Your turn. Students read independently.

Warm-Up

Sound It Out

tail gave roll may hold

Read It

girl animal their ball

room once warm boy

Warm-Up

Read Each Word

run runs running

play plays playing

Read Each Part

fast est fast est fastest

can not can not cannot

Lesson C Book: Read and Discuss

Today we are going to read some more of our book. Let's start reading on page 10. (Read pages 10 - 12.)

Read with Error Correction: Teacher reads the Helper Text. Students read the Student Text. Teacher corrects mistakes using the feedback below. Pause periodically to prompt discussion by asking questions using the guide on the next page.

Corrective Feedback & Scaffolding

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

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

Sound It Out Words

Teacher: Sound it out. (If students can sound out the word, have them read the word and start the sentence again. If they still struggle, follow the complete correction procedure below.)

I: Listen. Say the sounds and word for students.

We: Sound it out with me. Students say the sounds and word with you.

You: Your turn. Students say the sounds and word independently.

Start the sentence again.

Read It Words

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.

Level 3 questions are the most difficult. More details, including corrective feedback and scaffolding procedures are on the previous page.

Chapter 1 Questions (pages 10-12)

Level 3

Have you ever seen a gemsbok before?
What is your opinion about gemsboks?/What do you think about gemsboks?
What do you know about cheetahs?
Do you think you can run faster than a cheetah?
Bobcats stay up at night. Do you know of any other animals that stay up at night?

Level 2

What colors are gemsboks? (black, white, and tan)
What do gemsboks have on their heads? (long horns)
Are cheetahs plain or spotted? (spotted)
Can cheetahs run fast a really long way or a short way? (short)
How did bobcats get their names? (they look like cats)
Are bobcats awake during the day or night? (night)

Level 1

Page 10: Point to the horns.
Page 11: What is this? (a cheetah) Are cheetahs fast or slow? (fast)
Page 12: Point to a bobcat. What does a bobcat look like? (a cat)

Learning Game



Read Through the Seasons 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 and Write: say, old, hold, play

1. Teacher: Today we will say and write words that are spelled with the letters “ay” and the letters “ol.” (Write the patterns where the students can see them.) I will say a word. Then you will say each sound in the word, one at a time. Then you will write the word while you say the sounds again. The first word is **say**. Say the sounds.

Students: (Say the sounds.)

Teacher: Write the word. Remember to say each sound as you write.

Students: (Write the word, saying the sounds as they write.)

2. Teacher: Listen. **Old**. Say the sounds.

Students: (Say the sounds.)

Teacher: Write the word. Remember to say each sound as you write.

Students: (Write the word, saying each sound as they write.)

Repeat Step 2 with remaining words.

Corrective Feedback & Scaffolding

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

For errors saying sounds:

I: Listen. Say the sounds, holding continuous sounds and saying stop sounds quickly.

We: Say the sounds with me. Students say the sounds with you.

You: Your turn. Say the sounds. Students say the sounds independently.

For errors writing letters:

I: Listen. Say the sounds, stopping on the missed letter. Repeat that sound and ask the students what letter(s) say that sound. If needed, provide the name of the letter(s) and have the students say it with you (**We**).

You: Your turn. Students write the letter(s).

Sound It Out

1. Teacher: Now we are going to practice the letter sounds and patterns we have learned and use them to sound out words. You're going to say the underlined part of a word and then say the word.

2. Teacher: Say the part. (Point to the part.) Say the word. (Point to the word.)

Students: (Say the part and then the word.)

Repeat Step 2 with remaining words.

Corrective Feedback & Scaffolding

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

For errors saying parts:

I: Listen. Say the part.

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

You: Your turn. Say the part. Students say the part independently.

You: Say the word. Students say the word independently.

Start the row again.

For errors saying words:

I: Listen. Sound it out for the students by saying all the sounds and the word.

We: Sound it out with me. Say the sounds and word with you.

You: Your turn. Students say the sounds and word 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

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.

Read Each Word

1. **Teacher:** Now we are going to read words with and without endings, so look at each word carefully. Read it when I tap it.

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

Students: (Read word.)

Repeat Step 2 with remaining words.

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 row again.

Read Each Part

1. **Teacher:** Now we are going to practice reading big words. First, you will read the parts. You will read each part again and then put the parts together to read the big word.

2. **Teacher:** **Read it.** (Point to each part and word.)

Students: (Read the parts and then the word.)

Repeat Step 2 with the remaining row.

Corrective Feedback & Scaffolding

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

I: Listen. Read the parts and the word for the students.

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

You: Your turn. Students read independently.

Warm-Up

Sound It Out

stay told rain came way

Read It

any young about done

family both saw more

Warm-Up

Read Each Word

play plays playing

look looks looking

Read Each Part

can not can not cannot

un til un til until

Lesson D Book: Read and Discuss

Today we are going to read some more of our book. Let's start reading on page 13. (Read pages 13-15.)

Read with Error Correction: Teacher reads the Helper Text. Students read the Student Text. Teacher corrects mistakes using the feedback below. Pause periodically to prompt discussion by asking questions using the guide below. Questions increase in difficulty as the numbers increase, with step 3 being the most difficult. Corrective feedback and scaffolding procedures are on the next page.

Chapter 1 Questions (pages 13-15)

Level 3

How are polar bears similar or different from other bears you have seen or know about?

Do you know of any other animals that like to play with balls? Tell me about it/them.

What things are the same/different between the Giant Anteater and Lesser Anteater?

Level 2

What color are polar bears? (look white, skin is black)

What does the polar bear like to do? (play with the ball)

Do polar bears like it to be hot or cold? (cold)

What do anteaters eat? (ants)

Most of the time, do boy or girl deers have antlers? (boys)

Say one fact you learned about deer. (various)

Level 1

Page 13

Point to a polar bear.

What color is the ball? (orange or red)

Page 14

Point to the biggest anteater.

Point to the baby (on the mom's back).

Page 15

Point to the dad deer. Point to antlers.

Corrective Feedback & Scaffolding

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

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

Sound It Out Words

Teacher: Sound it out. (If students can sound out the word, have them read the word and start the sentence again. If they still struggle, follow the complete correction procedure below.)

I: Listen. Say the sounds and word for students.

We: Sound it out with me. Students say the sounds and word with you.

You: Your turn. Students say the sounds and word independently.

Start the sentence again.

Read It Words

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.

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 during planning time to make instructional decisions for your next lesson. Guidance on when to move from one level to the next is provided on page 2.)

If you have not completed the **Fluency Building Routine** at least twice this week, include it in today's lesson. Use the remaining lesson time for **Learning Games** to provide additional practice on specific skills.

Lesson F Warm-Up

Say and Write: time, rain, smile, tail

1. Teacher: Today we will say and write words that are spelled with the letters “i_e” and the letters “ai.” (Write the patterns where the students can see them.) I will say a word. Then you will say each sound in the word, one at a time. Then you will write the word while you say the sounds again. The first word is **time**. Say the sounds.

Students: (Say the sounds.)

Teacher: Write the word. Remember to say each sound as you write.

Students: (Write the word, saying the sounds as they write.)

2. Teacher: Listen. **Rain**. Say the sounds.

Students: (Say the sounds.)

Teacher: Write the word. Remember to say each sound as you write.

Students: (Write the word, saying each sound as they write.)

Repeat Step 2 with remaining words.

Corrective Feedback & Scaffolding

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

For errors saying sounds:

I: Listen. Say the sounds, holding continuous sounds and saying stop sounds quickly.

We: Say the sounds with me. Students say the sounds with you.

You: Your turn. Say the sounds. Students say the sounds independently.

For errors writing letters:

I: Listen. Say the sounds, stopping on the missed letter. Repeat that sound and ask the students what letter(s) say that sound. If needed, provide the name of the letter(s) and have the students say it with you (**We**).

You: Your turn. Students write the letter(s).

Sound It Out

1. Teacher: Now we are going to practice the letter sounds and patterns we have learned and use them to sound out words. You're going to say the underlined part of a word and then say the word.

2. Teacher: Say the part. (Point to the part.) Say the word. (Point to the word.)

Students: (Say the part and then the word.)

Repeat Step 2 with remaining words.

Corrective Feedback & Scaffolding

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

For errors saying parts:

I: Listen. Say the part.

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

You: Your turn. Say the part. Students say the part independently.

You: Say the word. Students say the word independently.

Start the row again.

For errors saying words:

I: Listen. Sound it out for the students by saying all the sounds and the word.

We: Sound it out with me. Say the sounds and word with you.

You: Your turn. Students say the sounds and word 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

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.

Read Each Word

1. **Teacher:** Now we are going to read words with and without endings, so look at each word carefully. Read it when I tap it.

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

Students: (Read word.)

Repeat Step 2 with remaining words.

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 row again.

Read Each Part

1. **Teacher:** Now we are going to practice reading big words. First, you will read the parts. You will read each part again and then put the parts together to read the big word.

2. **Teacher:** **Read it.** (Point to each part and word.)

Students: (Read the parts and then the word.)

Repeat Step 2 with the remaining row.

Corrective Feedback & Scaffolding

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

I: Listen. Read the parts and the word for the students.

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

You: Your turn. Students read independently.

Warm-Up

Sound It Out

may rain told smile say

Read It

most from boy room

both once girl ball

Warm-Up

Read Each Word

play plays playing

hold holds holding

Read Each Part

fast est fast est fastest

os trich os trich ostrich

Lesson F Book: Predict, Read, and Discuss

Today we are going to read some more of our book. Let's start reading on page 16. (Read pages 16 - 19.)

Read with Error Correction: Teacher reads the Helper Text. Students read the Student Text. Teacher corrects mistakes using the feedback below. Pause periodically to prompt discussion by asking questions using the guide on the next page.

Corrective Feedback & Scaffolding

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

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

Sound It Out Words

Teacher: Sound it out. (If students can sound out the word, have them read the word and start the sentence again. If they still struggle, follow the complete correction procedure below.)

I: Listen. Say the sounds and word for students.

We: Sound it out with me. Students say the sounds and word with you.

You: Your turn. Students say the sounds and word independently.

Start the sentence again.

Read It Words

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.

Level 3 questions are the most difficult. More details, including corrective feedback and scaffolding procedures are on the previous page.

Chapter 2 Questions (pages 16-19)

Level 3

Have you ever seen some animals up close?

Are there any animals you would like to see up close?

Have you ever read any other books about animals?

Level 2

Birds hatch from _____. (eggs)

Do boys or girls lay eggs? (girls)

Tell me a fact about pink flamingos.

Boy ducks are called _____. (drakes)

Girl ducks are called _____. (hens)

What do ducks eat? (plants, little fish, insects)

Level 1

Page 17

What are these? (birds)

Are they all the same or different? (different)

Page 18

What are these? (pink flamingos, birds)

Page 19

What are these? (ducks)

What color are the ducks? (white, brown, gray, orange bills and feet)

Learning Game



Writing Super Sentences is the recommended Learning Game for Lesson F. Writing needs to happen regularly, so we do not recommend substituting another activity for this one. You can make it more engaging by using a variety of paper/surfaces and writing instruments.

Lesson G Warm-Up

Say and Write: had, cold, hold, ran

1. Teacher: Today we will say and write words that are spelled with the letter “a” and the letters “ol.” (Write the patterns where the students can see them.) **I will say a word. Then you will say each sound in the word, one at a time. Then you will write the word while you say the sounds again. The first word is *had*. Say the sounds.**

Students: (Say the sounds.)

Teacher: Write the word. Remember to say each sound as you write.

Students: (Write the word, saying the sounds as they write.)

2. Teacher: Listen. *Cold*. Say the sounds.

Students: (Say the sounds.)

Teacher: Write the word. Remember to say each sound as you write.

Students: (Write the word, saying each sound as they write.)

Repeat Step 2 with remaining words.

Corrective Feedback & Scaffolding

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

For errors saying sounds:

I: Listen. Say the sounds, holding continuous sounds and saying stop sounds quickly.

We: Say the sounds with me. Students say the sounds with you.

You: Your turn. Say the sounds. Students say the sounds independently.

For errors writing letters:

I: Listen. Say the sounds, stopping on the missed letter. Repeat that sound and ask the students what letter(s) say that sound. If needed, provide the name of the letter(s) and have the students say it with you (*We*).

You: Your turn. Students write the letter(s).

Sound It Out

1. Teacher: Now we are going to practice the letter sounds and patterns we have learned and use them to sound out words. You’re going to say the underlined part of a word and then say the word.

2. Teacher: Say the part. (Point to the part.) Say the word. (Point to the word.)

Students: (Say the part and then the word.)

Repeat Step 2 with remaining words.

Corrective Feedback & Scaffolding

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

For errors saying parts:

I: Listen. Say the part.

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

You: Your turn. Say the part. Students say the part independently.

You: Say the word. Students say the word independently.

Start the row again.

For errors saying words:

I: Listen. Sound it out for the students by saying all the sounds and the word.

We: Sound it out with me. Say the sounds and word with you.

You: Your turn. Students say the sounds and word 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

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.

Read Each Word

1. **Teacher:** Now we are going to read words with and without endings, so look at each word carefully. Read it when I tap it.

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

Students: (Read word.)

Repeat Step 2 with remaining words.

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 row again.

Read Each Part

1. **Teacher:** Now we are going to practice reading big words. First, you will read the parts. You will read each part again and then put the parts together to read the big word.

2. **Teacher:** **Read it.** (Point to each part and word.)

Students: (Read the parts and then the word.)

Repeat Step 2 with the remaining row.

Corrective Feedback & Scaffolding

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

I: Listen. Read the parts and the word for the students.

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

You: Your turn. Students read independently.

Warm-Up

Sound It Out

nine plain day cold old

Read It

young ball again their

many saw any warm

Warm-Up

Read Each Word

eat eats eating

peck pecks pecking

Read Each Part

puf fin puff in puffin

os trich os trich ostrich

Lesson G Book: Read and Discuss

Today we are going to read some more of our book. Let's start reading on page 20. (Read pages 20 - 22.)

Read with Error Correction: Teacher reads the Helper Text. Students read the Student Text. Teacher corrects mistakes using the feedback below. Pause periodically to prompt discussion by asking questions using the guide on the next page.

Corrective Feedback & Scaffolding

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

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

Sound It Out Words

Teacher: Sound it out. (If students can sound out the word, have them read the word and start the sentence again. If they still struggle, follow the complete correction procedure below.)

I: Listen. Say the sounds and word for students.

We: Sound it out with me. Students say the sounds and word with you.

You: Your turn. Students say the sounds and word independently.

Start the sentence again.

Read It Words

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.

Level 3 questions are the most difficult. More details, including corrective feedback and scaffolding procedures are on the previous page.

Chapter 2 Questions (pages 20-22)

Level 3

Do puffins remind you of any other bird?
(penguin, or various)

How are puffins similar to other birds?

How is the way pelicans catch fish different
from the way other birds get food? (they dive
down and stun fish)

Would you want to feed an ostrich? Why or
why not?

What is special about an ostrich?

Level 2

Puffins eat little _____. (fish)

Do boy or girl puffins sit on the nests? (both)

What color are pelicans? (white)

Tell me a fact about an ostrich.

Is this ostrich a boy or girl? (girl)

Level 1

Page 20

Point to the puffin.

What color is the puffin? (black and white)

Page 21

Point to the pelican.

Page 22

Point to the ostrich.

What color are the ostrich's feathers? (brown)

Learning Game



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

Lesson H Warm-Up

Say and Write: made, stop, not, same

1. Teacher: Today we will say and write words that are spelled with the letters “a_e” and the letter “o.” (Write the patterns where the students can see them.) I will say a word. Then you will say each sound in the word, one at a time. Then you will write the word while you say the sounds again. The first word is **made**. Say the sounds.

Students: (Say the sounds.)

Teacher: Write the word. Remember to say each sound as you write.

Students: (Write the word, saying the sounds as they write.)

2. Teacher: Listen. Stop. Say the sounds.

Students: (Say the sounds.)

Teacher: Write the word. Remember to say each sound as you write.

Students: (Write the word, saying each sound as they write.)

Repeat Step 2 with remaining words.

Corrective Feedback & Scaffolding

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

For errors saying sounds:

I: Listen. Say the sounds, holding continuous sounds and saying stop sounds quickly.

We: Say the sounds with me. Students say the sounds with you.

You: Your turn. Say the sounds. Students say the sounds independently.

For errors writing letters:

I: Listen. Say the sounds, stopping on the missed letter. Repeat that sound and ask the students what letter(s) say that sound. If needed, provide the name of the letter(s) and have the students say it with you (**We**).

You: Your turn. Students write the letter(s).

Sound It Out

1. Teacher: Now we are going to practice the letter sounds and patterns we have learned and use them to sound out words. You're going to say the underlined part of a word and then say the word.

2. Teacher: Say the part. (Point to the part.) Say the word. (Point to the word.)

Students: (Say the part and then the word.)

Repeat Step 2 with remaining words.

Corrective Feedback & Scaffolding

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

For errors saying parts:

I: Listen. Say the part.

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

You: Your turn. Say the part. Students say the part independently.

You: Say the word. Students say the word independently.

Start the row again.

For errors saying words:

I: Listen. Sound it out for the students by saying all the sounds and the word.

We: Sound it out with me. Say the sounds and word with you.

You: Your turn. Students say the sounds and word 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

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.

Read Each Word

1. **Teacher:** Now we are going to read words with and without endings, so look at each word carefully. Read it when I tap it.

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

Students: (Read word.)

Repeat Step 2 with remaining words.

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 row again.

Read Each Part

1. **Teacher:** Now we are going to practice reading big words. First, you will read the parts. You will read each part again and then put the parts together to read the big word.

2. **Teacher:** **Read it.** (Point to each part and word.)

Students: (Read the parts and then the word.)

Repeat Step 2 with the remaining row.

Corrective Feedback & Scaffolding

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

I: Listen. Read the parts and the word for the students.

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

You: Your turn. Students read independently.

Warm-Up

Sound It Out

play roll way hold side

Read It

family clothes girl more

out most both young

Warm-Up

Read Each Word

peck pecks pecking

rain rains raining

Read Each Part

can not can not cannot

tall est tall est tallest

Lesson H Book: Read and Discuss

Today we are going to read some more of our book. Let's start reading on page 23. (Read pages 23 - 27.)

Read with Error Correction: Teacher reads the Helper Text. Students read the Student Text. Teacher corrects mistakes using the feedback below. Pause periodically to prompt discussion by asking questions using the guide on the next page.

Corrective Feedback & Scaffolding

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

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

Sound It Out Words

Teacher: Sound it out. (If students can sound out the word, have them read the word and start the sentence again. If they still struggle, follow the complete correction procedure below.)

I: Listen. Say the sounds and word for students.

We: Sound it out with me. Students say the sounds and word with you.

You: Your turn. Students say the sounds and word independently.

Start the sentence again.

Read It Words

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.

Level 3 questions are the most difficult. More details, including corrective feedback and scaffolding procedures are on the previous page.

Chapter 3 Questions (pages 23-27)

Level 3

Where have you seen some fish?

Do you think it would be fun to feed fish? Why or why not?

Do you think it would be fun to have a fish at home? Why or why not?

If you could have a fish tank, where would you put it and what would you put in it?

Level 2

Fish have gills and _____. (scales)

What colors are fish? (many colors, some with stripes or spots)

Can fish be pets? (yes)

Level 1

What is this chapter about? (fish)

Point to your favorite fish in this chapter.

Where do fish live? (in water)

Learning Game



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

Lesson 1 Warm-Up

Say and Write: home, stay, way, hope

1. Teacher: Today we will say and write words that are spelled with the letters “o_e” and the letters “ay.” (Write the patterns where the students can see them.) **I will say a word. Then you will say each sound in the word, one at a time. Then you will write the word while you say the sounds again. The first word is home. Say the sounds.**

Students: (Say the sounds.)

Teacher: Write the word. Remember to say each sound as you write.

Students: (Write the word, saying the sounds as they write.)

2. Teacher: Listen. Stay. Say the sounds.

Students: (Say the sounds.)

Teacher: Write the word. Remember to say each sound as you write.

Students: (Write the word, saying each sound as they write.)

Repeat Step 2 with remaining words.

Corrective Feedback & Scaffolding

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

For errors saying sounds:

I: Listen. Say the sounds, holding continuous sounds and saying stop sounds quickly.

We: Say the sounds with me. Students say the sounds with you.

You: Your turn. Say the sounds. Students say the sounds independently.

For errors writing letters:

I: Listen. Say the sounds, stopping on the missed letter. Repeat that sound and ask the students what letter(s) say that sound. If needed, provide the name of the letter(s) and have the students say it with you (**We**).

You: Your turn. Students write the letter(s).

Sound It Out

1. Teacher: Now we are going to practice the letter sounds and patterns we have learned and use them to sound out words. You're going to say the underlined part of a word and then say the word.

2. Teacher: Say the part. (Point to the part.) Say the word. (Point to the word.)

Students: (Say the part and then the word.)

Repeat Step 2 with remaining words.

Corrective Feedback & Scaffolding

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

For errors saying parts:

I: Listen. Say the part.

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

You: Your turn. Say the part. Students say the part independently.

You: Say the word. Students say the word independently.

Start the row again.

For errors saying words:

I: Listen. Sound it out for the students by saying all the sounds and the word.

We: Sound it out with me. Say the sounds and word with you.

You: Your turn. Students say the sounds and word 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

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.

Read Each Word

1. **Teacher:** Now we are going to read words with and without endings, so look at each word carefully. Read it when I tap it.

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

Students: (Read word.)

Repeat Step 2 with remaining words.

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 row again.

Read Each Part

1. **Teacher:** Now we are going to practice reading big words. First, you will read the parts. You will read each part again and then put the parts together to read the big word.

2. **Teacher:** **Read it.** (Point to each part and word.)

Students: (Read the parts and then the word.)

Repeat Step 2 with the remaining row.

Corrective Feedback & Scaffolding

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

I: Listen. Read the parts and the word for the students.

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

You: Your turn. Students read independently.

Warm-Up

Sound It Out

roll	told	time	rain	may
------	------	------	------	-----

Read It

they	their	boy	saw
room	warm	once	done

Warm-Up

Read Each Word

like	likes	liked
look	looks	looking

Read Each Part

un	til	until
fast	est	fastest

Lesson I Book: Read and Review

Main Idea & Details

Discuss the parts of the book with your students, using the Main Idea and Details graphic organizer as a guide. Reread important parts of the book. 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 or have students write responses.)

A graphic organizer for Main Idea and Details. It consists of a large rectangular box on the left labeled 'Main Idea' with a pencil icon and the text 'Write who or what the story is mostly about.' To the right of this box are three smaller rectangular boxes stacked vertically, each labeled 'Detail' with a pencil icon and the text 'Write one detail.'

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

Sound It Out Words

Teacher: Sound it out. (If students can sound out the word, have them read the word and start the sentence again. If they struggle, follow the complete correction procedure below.)

I: Listen. Say the sounds and the word for the students.

We: Sound it out with me. Students say the sounds and the word with you.

You: Your turn. Students say the sounds and the word independently.

Start the sentence again.

Read It Words

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.

Learning Game



Scavenger Hunt is the recommended Learning Game for Lesson I. You may also add your own clues to reinforce specific skills or substitute other Learning Games based on the **Weekly Progress Monitoring** Form.

Lesson J 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 during planning time to make instructional decisions for your next lesson. Guidance on when to move from one level to the next is provided on page 2.)

If you have not completed the **Fluency Building Routine** at least twice this week, include it in today's lesson. Use the remaining lesson time for **Learning Games** to provide additional practice on specific skills.