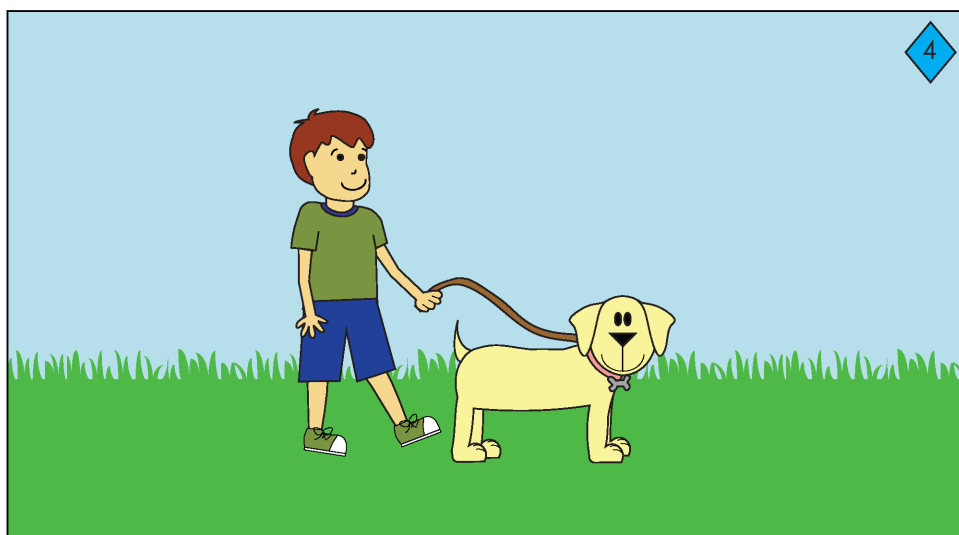


Sam and Jazz Take a Walk Teacher's Guide



Sam and Jazz Take a Walk

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Illustrated by Jennifer Cheatham

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Target Read It Words	
good	there
help	to
play	was

Target Sound It Out Words	
am	dad
and	mad
at	sad
can	

Lesson A Warm-Up

Say the Word: Sam, dog, mad, Jazz

Model

1. Teacher: I will say the sounds in a word. Then you will say the word. I'll do the first one. **Listen.** /sss/aaa/mmm/ (Say the sounds, stretching and connecting continuous sounds. Hold continuous sounds for 2-3 seconds. Say stop sounds quickly. Pause for thinking time.) **That word is Sam. Say the word.**

Students: (Sam)

Practice

2. Teacher: **Listen.** /d/ooo/g/

Say the word.

Students: (Say the word.)

Repeat Step 2 with /mmm/aaa/d/ and /j/aaa/zzz/.

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 sounds in the word again, stretching continuous sounds 2-3 seconds.

Example: /sssaaammm/.

2. Gradually shorten the length of the sounds.

Example: /ssaamm/.

3. Provide the word and have students repeat it.

Example: /sam/.

Say the Sounds: mad, dog, Sam, Jazz

Model

1. Teacher: I will say a word. Then you will say the sounds in the word. **Listen.** **Mad.** The sounds in mad are /mmm/aaa/d/. (Hold continuous sounds 2-3 seconds. Say stop sounds quickly.) **Now let's do it together. Say the sounds in mad.**

Teacher and Students: /mmm/aaa/d/

Teacher: Say the sounds in mad.

Students: (/mmm/aaa/d/)

Practice

2. Teacher: Say the sounds in dog.

Students: (Say the sounds.)

Repeat Step 2 with Sam and Jazz.

Corrective Feedback & Scaffolding

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

I: Listen. The sounds in ____ are _____. Say the word. Then say the sounds, stretching the sounds that are continuous.

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

You: Your turn. Say the sounds in _____. Students say the sounds 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. /aaa/ Say it with me.

Teacher and Students: /aaa/

Teacher: Your turn.

Students: (/aaa/)

Repeat Step 2 with the remaining letters.

/k/ /k/ /zzz/ /fff/

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.

Sound It Out

1. Teacher: Now we are going to use the letter-sounds we have learned to sound out words. I am going to sound out the word first. Then you will sound it out with me. Then you will sound out the word by yourself.

2. Teacher: Listen. /mmm/aaa/d/. Mad. (Point to the letters as you say the sounds, stretching and connecting continuous sounds. Say stop sounds quickly.)

Sound it out with me.

Teacher and Students: /mmm/aaa/d/. Mad.

Teacher: Your turn.

Students: (/mmm/aaa/d/, mad)

Repeat Step 2 with the remaining words.

Corrective Feedback & Scaffolding

Students should look at the letters as you point to them. If students make an error, repeat the procedure once for that word. Be sure to emphasize stretching and connecting continuous sounds.

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. Good. Read it with me.

Teacher and Students: Good

Teacher: Your turn.

Students: (good)

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				
a	ck	k	z	f
Sound It Out				
mad	Jazz	can	at	am
Read It				
good	help	play	there	to
was	look	yes	want	like

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 and Jazz Take a Walk*. 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.

good	Read It help	play
there	to	was
am	Sound It Out and	at
can	mad	
dog 	Picture Words dogs 	scared 
Story Starter This is a story about a boy who takes his dog on a walk.		

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.*

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.**

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. 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. 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.

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 student and select Learning Games based on their needs.

Amazing Words 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: mad, dog, Sam, Jazz

Model

1. Teacher: I will say the sounds in a word. Then you will say the word. I'll do the first one. Listen. /mmm/aaa/d/ (Say the sounds, stretching and connecting continuous sounds. Hold continuous sounds for 2-3 seconds. Say stop sounds quickly. Pause for thinking time.) That word is mad. Say the word.

Students: (mad)

Practice

2. Teacher: Listen. /d/ooo/g/
Say the word.

Students: (Say the word.)

Repeat Step 2 with /sss/aaa/mmm/ and /j/aaa/zzz/.

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 sounds in the word again, stretching continuous sounds 2-3 seconds.

Example: /sssaaamm/.

2. Gradually shorten the length of the sounds.

Example: /ssaamm/.

3. Provide the word and have students repeat it.

Example: /sam/.

Say the Sounds: Sam, dog, mad, Jazz

Model

1. Teacher: I will say a word. Then you will say the sounds in the word. Listen. Sam. The sounds in Sam are /sss/aaa/mmm/. (Hold continuous sounds 2-3 seconds. Say stop sounds quickly.) Now let's do it together. Say the sounds in Sam.

Teacher and Students: /sss/aaa/mmm/

Teacher: Say the sounds in Sam.

Students: (/sss/aaa/mmm/)

Practice

2. Teacher: Say the sounds in dog.

Students: (Say the sounds.)

Repeat Step 2 with mad and Jazz.

Corrective Feedback & Scaffolding

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

I: Listen. The sounds in ____ are _____. Say the word. Then say the sounds, stretching the sounds that are continuous.

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

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

All new letter-sounds and Read It words were introduced in Lesson A. For the routines on this page (Say the Letter-Sound, Sound It Out, and Read It), after the third error, use the echo procedure as modeled in Lesson A, and do not start the row again.

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

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.

Sound It Out

1. Teacher: Now we are going to practice sounding out words. As I point, say the sounds and then the word.

2. Teacher: Sound it out. (Point to each letter and then the word.)

Students: (Say each sound and then 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. Sound out the word for the students by saying the sounds and the word. Stretch and connect continuous sounds.

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 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.

Warm-Up				
Say the Letter-Sound				
k	a	z	b	ck
Sound It Out				
mad	can	at	dad	Jazz
Read It				
she	to	good	do	there
play	happy	you	help	was

Lesson B Book: Read and Discuss

Read with Error Correction: Teacher reads the Helper text. Students read the Student Text. Teacher corrects mistakes using the feedback below. As you read, pause periodically to prompt discussion by asking 1-2 questions. Questions increase in difficulty as the numbers increase, with step 3 being the most difficult.

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.

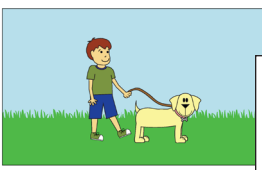
Read It Words

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.



1

good	Read It	play
there	help	to
	was	
am	Sound It Out	at
can	and	
	mad	
dog	Picture Words	scared
		
Story Starter		
This is a story about a boy who takes his dog on a walk.		

Teacher: The title is *Sam and Jazz Take a Walk*. (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**

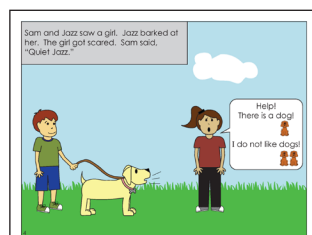
2

1

Why do you think Sam and Jazz are so happy?
Have you been on a walk in a park?

Sam thought that it was a beautiful _____. (day)
How can you tell that it was a beautiful day?

What color are Sam's shoes? (green)
What are Sam and Jazz standing on? (grass)



- 4**

3

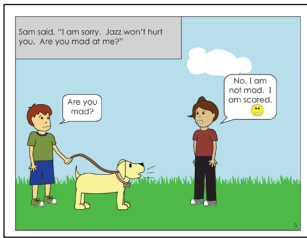
2

1

Why does the girl say, "Help!"?
Do you know anyone who feels afraid of dogs?

Jazz barked at the _____. (girl) Why do you think Jazz is barking at the girl?

What is Jazz wearing around her neck? (collar)
What is Sam holding in his hand? (leash) What is a leash?



5

3

Why does Sam ask the girl if she is mad? What are some things that make you mad/scared?

2

Sam says he is _____. (sorry) Why do you think Sam is sorry?

1

What color is the sky? (blue)



6

3

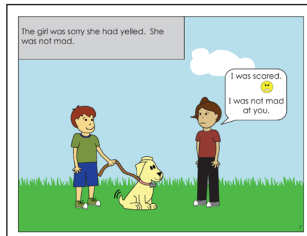
Why did Sam want to help the girl? How can you help people when they are scared or mad?

2

The girl looks _____. (mad/scared)
What do you think Sam should do next?

1

What color is the grass? (green)
What is Sam wearing? (green shirt and blue shorts)



7

3

Why was the girl sorry she had yelled?

2

The girl says she was _____. (scared)
Why do you think the girl was scared?

1

What color are the girls' pants? (black)



8

3

How did the girl's feelings change in the story? Tell me about a time you changed your mind about something.

2

The girl wants to _____. (play)
Why do you think Sam looks happy now?

1

What is this? (cloud) Look at the faces on Sam, Jazz, and the girl. What are they all doing? (smiling)

Learning Game



I Got It is the recommended Learning Game for Lesson B; this is an important game because it provides engaging practice sounding out words in context. We do not recommend substituting this with a different game.

Lesson C Warm-Up

Say the Word: dog, Jazz, Sam, mad

Model

1. Teacher: I will say the sounds in a word. Then you will say the word. I'll do the first one. Listen. /d/ooo/g/ (Say the sounds, stretching and connecting continuous sounds. Hold continuous sounds for 2-3 seconds. Say stop sounds quickly. Pause for thinking time.) **That word is dog. Say the word.**

Students: (dog)

Practice

2. Teacher: Listen. /j/aaa/zzz/
Say the word.

Students: (Say the word.)

Repeat Step 2 with /sss/aaa/mmm/ and /mmm/aaa/d/.

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 sounds in the word again, stretching continuous sounds 2-3 seconds.

Example: /sssaaamm/.

2. Gradually shorten the length of the sounds.

Example: /ssaamm/.

3. Provide the word and have students repeat it.

Example: /sam/.

Say the Sounds: Sam, Jazz, mad, dog

Model

1. Teacher: I will say a word. Then you will say the sounds in the word. Listen. **Sam.** The sounds in **Sam** are /sss/aaa/mmm/. (Hold continuous sounds 2-3 seconds. Say stop sounds quickly.) **Now let's do it together. Say the sounds in Sam.**

Teacher and Students: /sss/aaa/mmm/

Teacher: Say the sounds in **Sam**.

Students: (/sss/aaa/mmm/)

Practice

2. Teacher: Say the sounds in **Jazz**.

Students: (Say the sounds.)

Repeat Step 2 with **mad** and **dog**.

Corrective Feedback & Scaffolding

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

I: Listen. The sounds in ____ are _____. Say the word. Then say the sounds, stretching the sounds that are continuous.

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

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

All new letter-sounds and Read It words were introduced in Lesson A. For the routines on this page (Say the Letter-Sound, Sound It Out, and Read It), after the third error, use the echo procedure as modeled in Lesson A, and do not start the row again.

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

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.

Sound It Out

1. Teacher: Now we are going to practice sounding out words. As I point, say the sounds and then the word.

2. Teacher: Sound it out. (Point to each letter and then the word.)

Students: (Say each sound and then 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. Sound out the word for the students by saying the sounds and the word. Stretch and connect continuous sounds.

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 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.

Warm-Up				
Say the Letter-Sound				
p	k	ck	z	a
Sound It Out				
am	mad	can	Jazz	at
Read It				
was	to	where	there	here
good	are	help	in	play

Lesson C Book: Read and Discuss

Read with Error Correction: Teacher reads the Helper text. Students read the Student Text. Teacher corrects mistakes using the feedback below. As you read, pause periodically to prompt discussion by asking 1-2 questions. Questions increase in difficulty as the numbers increase, with step 3 being the most difficult.

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.

1

good	Read It	play
there	help	to
am	Sound It Out	was
can	and	at
dog	Picture Words	scared
Story Starter		
This is a story about a boy who takes his dog on a walk.		

2

Teacher: The title is *Sam and Jazz Take a Walk*. (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

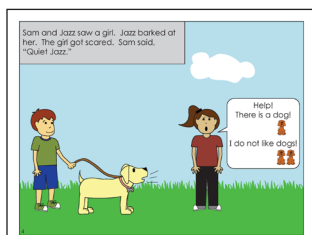
2

1

Why do you think Sam and Jazz are so happy?
Have you been on a walk in a park?

Sam thought that it was a beautiful _____. (day)
How can you tell that it was a beautiful day?

What color are Sam's shoes? (green)
What are Sam and Jazz standing on? (grass)



- 4

3

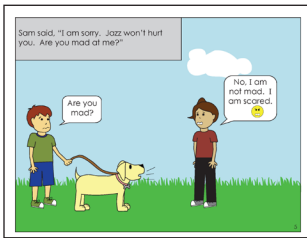
2

1

Why does the girl say, "Help!"?
Do you know anyone who feels afraid of dogs?

Jazz barked at the _____. (girl) Why do you think Jazz is barking at the girl?

What is Jazz wearing around her neck? (collar)
What is Sam holding in his hand? (leash) What is a leash?



5

3

Why does Sam ask the girl if she is mad? What are some things that make you mad/scared?

2

Sam says he is _____. (sorry) Why do you think Sam is sorry?

1

What color is the sky? (blue)



6

3

Why did Sam want to help the girl? How can you help people when they are scared or mad?

2

The girl looks _____. (mad/scared) What do you think Sam should do next?

1

What color is the grass? (green) What is Sam wearing? (green shirt and blue shorts)



7

3

Why was the girl sorry she had yelled?

2

The girl says she was _____. (scared) Why do you think the girl was scared?

1

What color are the girls' pants? (black)



8

3

How did the girl's feelings change in the story? Tell me about a time you changed your mind about something.

2

The girl wants to _____. (play) Why do you think Sam looks happy now?

1

What is this? (cloud) Look at the faces on Sam, Jazz, and the girl. What are they all doing? (smiling)

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: Jazz, mad, dog, Sam

Model

1. Teacher: **I will say the sounds in a word. Then you will say the word. I'll do the first one. Listen.** /j/aaa/zzz/ (Say the sounds, stretching and connecting continuous sounds. Hold continuous sounds for 2-3 seconds. Say stop sounds quickly. Pause for thinking time.) **That word is Jazz. Say the word.**

Students: (Jazz)

Practice

2. Teacher: **Listen.** /mmm/aaa/d/
Say the word.

Students: (Say the word.)

Repeat Step 2 with /d/ooo/g/ and /sss/aaa/mmm/.

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 sounds in the word again, stretching continuous sounds 2-3 seconds.

Example: /sssaaammm/.

2. Gradually shorten the length of the sounds.

Example: /ssaamm/.

3. Provide the word and have students repeat it.

Example: /sam/.

Say the Sounds: Sam, Jazz, dog, mad

Model

1. Teacher: **I will say a word. Then you will say the sounds in the word. Listen.** Sam. The sounds in Sam are /sss/aaa/mmm/. (Hold continuous sounds 2-3 seconds. Say stop sounds quickly.) **Now let's do it together. Say the sounds in Sam.**

Teacher and Students: /sss/aaa/mmm/

Teacher: **Say the sounds in Sam.**

Students: (/sss/aaa/mmm/)

Practice

2. Teacher: **Say the sounds in Jazz.**

Students: (Say the sounds.)

Repeat Step 2 with dog and mad.

Corrective Feedback & Scaffolding

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

I: Listen. The sounds in ____ are _____. Say the word. Then say the sounds, stretching the sounds that are continuous.

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

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

All new letter-sounds and Read It words were introduced in Lesson A. For the routines on this page (Say the Letter-Sound, Sound It Out, and Read It), after the third error, use the echo procedure as modeled in Lesson A, and do not start the row again.

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

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.

Sound It Out

1. Teacher: Now we are going to practice sounding out words. As I point, say the sounds and then the word.

2. Teacher: Sound it out. (Point to each letter and then the word.)

Students: (Say each sound and then 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. Sound out the word for the students by saying the sounds and the word. Stretch and connect continuous sounds.

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 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.

Warm-Up				
Say the Letter-Sound				
k	a	z	p	ck
Sound It Out				
and	dad	mad	can	at
Read It				
to	play	good	no	the
here	not	there	help	was

Lesson D Book: Read and Review

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.

Story Grammar

After reading the story, discuss its parts using the Story Grammar graphic organizer as a guide.

Expand on student responses by thinking aloud and modeling language. Encourage students to repeat your words and sentences. (If desired, print the graphic organizer and record 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.