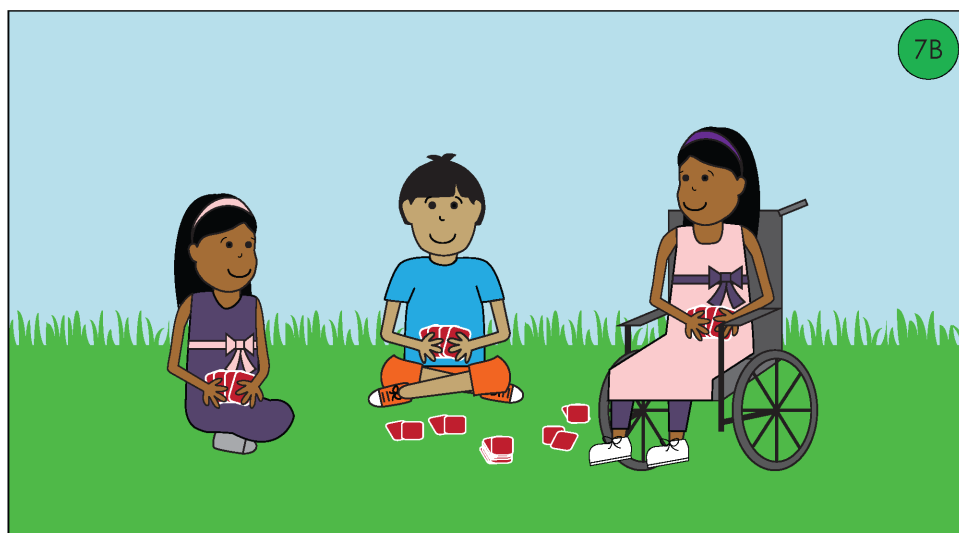


Kids on the Block Teacher's Guide



Kids on the Block

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Illustrated by Jennifer Cheatham

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Target Read It Words		
because	first	should
care	of	take
come	how	too
could	next	why
feel	said	would

Target Sound It Out Words		
big	in	sit
did	it	stop
got	mom	this
him	not	will
if	on	with

Lesson A Warm-Up

Say and Write: it, him, got, stop

1. Teacher: 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 **it**. Listen to me say the sounds. /iii/t/ (Say the sounds, stretching and connecting continuous sounds. Hold continuous sounds 2-3 seconds. 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 each sound. (Model writing the word by saying each sound as you write the letter.) **Now, you write the word.**

Remember to say each sound as you write the letter.

Students: (Write the word. As they write, students should say each sound as they write the letter.)

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

Students: (Say the sounds.)

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

Students: (Write the word. As they write, students should say each sound as they write the letter.)

Repeat Step 2 with **got** and **stop**.

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 makes that sound. If needed, provide the name of the letter and have the students say it with you (**We**).

You: Your turn. Students write the letter.

Teacher Tip: Vary the writing instruments (e.g., dry erase markers, crayons) and paper/surface to maintain interest. You may also use magnetic/plastic letters for variety or for students with fine motor challenges who write very slowly.

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. /iii/ Say it with me.

Teacher and Students: /iii/

Teacher: Your turn.

Students: (/iii/)

Repeat Step 2 with the remaining letters.

/ooo/ /kw/ /shshsh/ /vvv/

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. /b/lll/ooo/k/. Block. (Point to the letters as you say the sounds, stretching and connecting continuous sounds.) **Sound it out with me.**

Teacher and Students: /b/lll/ooo/k/. Block.

Teacher: Your turn.

Students: (/b/lll/ooo/k/, block)

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. Care. Read it with me.

Teacher and Students: Care.

Teacher: Your turn.

Students: (care)

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				
i	o	qu	sh	v
Sound It Out				
block	did	got	him	just
Read It				
care	first	should	why	have
who	feel	because	her	next

Lesson A Book: Predict, Read, and Discuss

If students struggle in the 7B books, consider going back to a 7A book. Remember that A books are shorter and provide practice with only a portion of the Target Words. The A books provide a gradual introduction to new Target Words. Refer to Lesson E and the Weekly Progress Monitoring form for guidelines on moving from A books to B books. All skills in the A books continue to be practiced in the B books for that level.

Teacher: We are going to begin reading a new book. (Point to the title on the student book.) The title is *Kids on the Block*. 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 Chapter 1. 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.

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 and scaffolding are on the previous page.

Chapter 1 Questions

Level 3

What game were the children playing? (Tag)
Have you ever played Tag? Do you like to be *it*?
If you were *it* what would you do? (chase the other children and try to tag or catch them)
Page 9:
How did Will feel? (sad) Why? (He can't catch them.) Do you think if you were *it* you could catch them?

Level 2

What color were Sam's shorts? (blue)
Page 5:
Who was Sam pointing to? (Will) What did Sam want Will to do? (be *it* first) Did Will want to be *it*? (Yes, he thought it would be lots of fun.)
Page 9:
Were Sam, Pam, and Tim running fast or slow? (fast)
Why were they running fast? (So Will couldn't catch them.)

Level 1

Are the children inside or outside? (outside) How can you tell? (grass, sky, clouds)
Who is this? (point to Jazz) What is around Jazz's neck? (collar) What is Sam doing? (running) What are Pam and Tim doing? (running) Who are they running away from? (Will)

Learning 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

Say and Write: got, if, mom, did

1. Teacher: 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 **got**. Listen to me say the sounds. /g/ooo/t/ (Say the sounds, stretching and connecting continuous sounds. Hold continuous sounds 2-3 seconds. 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 each sound. (Model writing the word by saying each sound as you write the letter.) **Now, you write the word.**

Remember to say each sound as you write the letter.

Students: (Write the word. As they write, students should say each sound as they write the letter.)

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

Students: (Say the sounds.)

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

Students: (Write the word. As they write, students should say each sound as they write the letter.)

Repeat Step 2 with **mom** and **did**.

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 makes that sound. If needed, provide the name of the letter and have the students say it with you (**We**).

You: Your turn. Students write the letter.

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				
o	ch	a	th	u
Sound It Out				
in	glad	mom	not	help
Read It				
said	where	care	there	why
should	feel	very	come	first

Lesson B Book: Read and Discuss

Today we are going to read some more of our chapter book. Let's start reading with **Chapter 2**. (Read Chapters 2 and 3 today.)

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.

Chapter 2 Questions

Level 3

When Dan cried, how did it make the other children feel? (sorry for him)

Why did Jazz lick Dan? (to make him feel better)

Would you want to keep playing if you hurt your hand?

Level 2

Why was everyone sad? (Dan got hurt)

What happened to Dan? (he tripped and cut his hand)

What did Dan do when he cut his hand? (he cried)

Did Dan want to keep playing Tag? (no) Why? (his hand was hurt/felt bad)

Level 1

Did Dan get a big cut or a little cut? (little cut)

What did Dan call his cut? (a little scratch)

How did the children feel about Dan's scratch? (sad)

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

Chapter 3 Questions

Level 3

Do you know any twins?

How do you think the mom and girls made Dan feel? (better)

What do you do when a friend gets hurt to help your friend feel better?

Level 2

Who did Sam and his friends meet? (a mom and 2 girls)

What is special about Jazmin and Yazmin? (they are twins)

How did the mom help Dan? (gave him a bandaid)

How did Jazmin and Yazmin help Dan?
(sat with him in the grass)

Level 1

Page 17:

Who is this [point]? (a mom) Who is this [point]? (2 girls)

Where is Dan sitting? (in the grass)

What color is the grass? (green)

Page 18:

What is this [point]? (bandage/bandaid)

What is it used for? (a cut/scratch, etc.)

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: in, sit, on, big

1. Teacher: 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 **in**. Listen to me say the sounds. /iii/nnn/ (Say the sounds, stretching and connecting continuous sounds. Hold continuous sounds 2-3 seconds. 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 each sound. (Model writing the word by saying each sound as you write the letter.) **Now, you write the word.**

Remember to say each sound as you write the letter.

Students: (Write the word. As they write, students should say each sound as they write the letter.)

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

Students: (Say the sounds.)

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

Students: (Write the word. As they write, students should say each sound as they write the letter.)

Repeat Step 2 with **on** and **big**.

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 makes that sound. If needed, provide the name of the letter and have the students say it with you (**We**).

You: Your turn. Students write the letter.

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				
i	b	sh	d	g
Sound It Out				
sit	stop	this	him	with
Read It				
thank	care	take	of	friend
why	would	first	are	should

Lesson C Book: Read and Discuss

Today we are going to read some more of our chapter book. Let's start reading with **Chapter 4**. (Read Chapters 4 and 5 today.)

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.

Chapter 4 Questions

Level 3

Have you ever played Go Fish?

Have you ever played a different card game?
Do you like to play card games?

If you could play a card game, who would you want to play with?

Level 2

What did Dan, Jazmin, and Yazmin decide to do?
(play cards/Go Fish)

How did Dan feel when he was playing cards? (happy)

Level 1

Who was playing cards with Dan? (Jazmin and Yazmin)

Jazmin and Yazmin sat in the _____. (grass)

What are they holding [point]? (cards)

What color are the cards [point]? (red)

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

Chapter 5 Questions

Level 3

How did Sam feel about Jazmin and Yazmin being his neighbors? (happy)

What does Sam mean when he says, "on the block"? (on his street)

Do any other kids live on your street/in your apartment building? Do you ever play with them?

Level 2

Who went home first? (Will and Dan)

Who went home next? (Pam and Tim)

What did Sam find out about Jazmin and Yazmin? (they lived next door to him)

Level 1

Where did everyone go? (home)

Page 30:

Who was waving in the window? (Mom)

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: big, not, stop, him

1. Teacher: 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 **big**.

Listen to me say the sounds. /b/i//g/ (Say the sounds, stretching and connecting continuous sounds. Hold continuous sounds 2-3 seconds. 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 each sound. (Model writing the word by saying each sound as you write the letter.) **Now, you write the word.**

Remember to say each sound as you write the letter.

Students: (Write the word. As they write, students should say each sound as they write the letter.)

2. Teacher: Listen. **Not.** Say the sounds.

Students: (Say the sounds.)

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

Students: (Write the word. As they write, students should say each sound as they write the letter.)

Repeat Step 2 with **stop** and **him**.

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 makes that sound. If needed, provide the name of the letter and have the students say it with you (**We**).

You: Your turn. Students write the letter.

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				
o	qu	t	v	i
Sound It Out				
if	block	pick	list	that
Read It				
what	should	want	how	first
give	why	could	care	too

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 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.