

Lesson 139

Book 140

Phonics
Word Families -et,
-end, -est

Comprehension
Making
Connections

High-Frequency Words
*an, if, will, she, has, her,
him, time, than, been,
people, my, over*

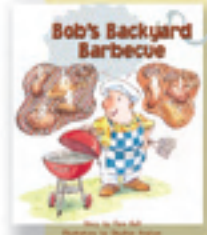
Materials



BLM p. 471:
*Healthy
and Happy*



Select 2 previously
read books from
books 136–139



Wright Group:
Level J
Guided Reading:
Level I

1 Reread and Assess

5 min.

Objectives

- Assess reading behaviors
- Check oral fluency
- Build reading automaticity

Assess and Build Fluency

Assess one student on reading behaviors using *Healthy and Happy* as students reread books. Use pages 19–21 as a guide.



Check Fluency and Assess Reading Behaviors Have one student read *Healthy and Happy*, pages 1–14. Assess reading behaviors, check oral fluency, and determine the accuracy score.

Reread 2 Previously Read Books Have student pairs read two books together, alternating pages. If there is time, have the student who was assessed reread one book with you.

2 Introduce New Book

10 min.

Objectives

- Preview the story
- Build vocabulary
- Develop oral fluency
- Build comprehension

Develop Comprehension and Vocabulary

Preview *Bob's Backyard Barbecue*. During reading, gradually release support to independence by first echo reading, then having students partner read, and finally having students read independently.

For help with specific scaffolding issues, see pages 23–24 for Support Language. If students can independently read the book with ease, consider skipping ahead three or four books for the next session.

Preview Talk about the title of the book: *Bob's Backyard Barbecue*. Make predictions about the story. **As we are previewing the story, try to predict what will happen. Use the illustrations to help you.**

Preview *Bob's Backyard Barbecue*, asking students what is happening on each page and to predict what will happen. Use concept vocabulary from the book (*barbecue grill, coals, cooking*) during the preview. On pages 4–5, **Bob thinks about all the food he can cook on his barbecue grill. Do you eat food that is cooked on a barbecue grill? As you read, think of how this book is connected to something that has happened to you.**

Echo Read Read the title *Bob's Backyard Barbecue* while finger pointing. Have students do the same. Then read the first page while finger pointing, and have students do the same. Continue echo reading to the end of the book.

Model how this book reminds you of a time when you smelled food cooking. **Does this book remind you of the smell of food cooking?**

Partner Read Pair students for alternate reading. Have one student in a pair read the title while finger pointing. Have the partner do the same. Have students read like this until they reach the end of the book.

Independent Read All students should read independently at the same time. Remind them to finger point as they read the entire book, beginning with the title. Have students whisper read so you can listen in and provide support as needed.

3 Apply Phonics and Word Study Skills

7 min.

Objectives

- Sort word families
- Identify high-frequency words

Monitor Understanding

Work as a group to play a game with the *-et*, *-end*, and *-est* word families. If students already know *-et*, *-end*, and *-est* word families, select a less familiar word family and a known word family. Use the assessment data to select these word families.

Keep a record of unknown words. For help with specific scaffolding issues, see page 26 for Support Language.

Ask & Match—Day 3 of *-et*, *-end*, and *-est* Use 3 sets of Word Sort Cards from the *-et*, *-end*, *-est*, and *-ell* families. Monitor students as they play, but do not participate in the game. See page 29 for specific game directions.

Give players five cards; place remaining cards in a pile. Say: **Look at your cards, but don't show them to anyone. When it's your turn, you'll ask another player for a word family match to one of your cards. (For example, you have *pet* and ask for a card with the *-et* word family.)** If you receive a match, you put both cards down and go again. If the other player doesn't have a match, the player says, **Ask the pile!** You take a card from the pile. If it matches, you go again; if it does not match, your turn is over.

Word Bank Flash the following Word Bank Cards for review: *an, if, will, she, has, her, him, time, than, been, people, my, over* for students to identify. These review words can change depending on assessment data.

Materials

Word Sort Cards:

-et
(171–172),
-end
(195–196),
-est
(199–201),
and *-ell*
(185–187)

Word Bank Cards:

*an, if, will,
she, has, her,
him, time,
than, been,
people, my,
over* (39, 44,
46, 54, 62,
64, 67, 69,
73, 75, 79,
80, 83)

4 Dictate and Assess

6 min.

Objectives

- Apply word study knowledge
- Spell new words

Connect to Spelling

Dictate a sentence with words in the *-et*, *-end*, and *-est* word families. Have students write the sentence. For help with specific scaffolding issues, see page 32 for Support Language.

Interactive Writing Dictate the following sentence: *I let him run to the end of the block. Say the sentence and repeat it. Have students repeat it with you. Then repeat the sentence and count the number of words. (10)* On a sentence strip, draw one line for each word. Repeat the sentence as students write it. Write the sentence on the sentence strip. Have students spell the words as you write. Have students self-correct their sentences.

5 Reread

2 min.

Objectives

- Build comprehension

Integrate Skills and Strategies

Reread New Book Independently

Have students practice reading *Bob's Backyard Barbecue* independently.

