Lesson 139
Book 140

1. Reread and Assess

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 read one book with you.

2. Introduce New Book

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.

Wright Group Early Reading Intervention
Apply Phonics and Word Study Skills

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.

Dictate and Assess

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.

Reread

Integrate Skills and Strategies

Reread New Book Independently
Have students practice reading Bob’s Backyard Barbecue independently.