Lesson 22

1. **Reread and Assess**

   **Assess and Build Fluency**
   Assess one student on reading behaviors using Peter’s Treasure Hunt as student pairs reread a book. Use pages 19–21 as a guide.

   **Check Fluency and Assess Reading Behaviors**
   Have one student read Peter’s Treasure Hunt, pages 1–8. Assess reading behaviors, check oral fluency, and determine the accuracy score.

   **Reread 1 Previously Read Book**
   Have student pairs read one book together, alternating pages. If there is time, have the student who was assessed reread a book with you.

2. **Apply Phonics and Word Study Skills**

   **Monitor Understanding**
   Introduce the new 4-word a vowel patterns (cat, lake, car, rain) to students and model the sort. Then work in pairs to sort the 4-word a vowel patterns. If students already know these vowel patterns, select a less familiar vowel pattern to sort against a known vowel pattern. Use the assessment data to select this vowel pattern.

   Keep a record of unknown words. For help with specific scaffolding issues, see page 23 for Support Language.

   **Word Sort—Day 1 of 4-Word a Vowel Patterns**
   Use Word Sort Cards: 4-word a vowel patterns. Show and read each card. Select cat, lake, car, and rain as word sort exemplars, and place them on the table. Draw the first word. Say the word, and put the word next to cat. Say the drawn word; say cat. Next place the drawn word next to lake. Say the drawn word again, and then say lake. Repeat with the other exemplars. Place the known word in the proper column. Read and touch the column of words. Model 1–2 more times.

   Work in partners to sort 4-word a vowel patterns. One student will be your partner. Ask: How are the words alike? (All the words with the long vowel a have the same middle sound: race, page, make, trade) Select 1–2 unknown words for students to sort and read.

   **Word Talk—Day 1 of 4-Word a Vowel Patterns**
   Select the word barn from the sort. Show the Word Sort Card to the group. This word is barn: /bɑːr/ /är/ /n/. I hear three sounds in this word, and I see four letters.

   Another word like this word is part. They are alike because they both have the /är/ sound. Have each student select a word to talk about with the group.

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**Materials**

- Peter’s Treasure Hunt
- BLM p. 346: Peter’s Treasure Hunt
- Select 1 previously read book from books 10–11
- Word Sort Cards: barn, part (91, 94)
Develop Comprehension, Fluency, and Vocabulary

Preview *Fur*. Integrate comprehension strategies using the text. Model a comprehension strategy for students. For help with specific scaffolding issues, see pages 31–32 for Support Language.

**First Reading** Read aloud the title and author, and preview the text briefly from pages 8–16. Review the more difficult vocabulary from the story (*fur, hide, safe, warm*) during the preview. On pages 8–9, *I see a sloth*. It has small green plants growing in its *fur*. The green color makes it hard to see a sloth in a tree.

Today the purpose of our reading will be asking questions. While you are reading, try to think of some questions about the text. Good readers ask questions while they read.

Have students partner read the book from pages 8–11. Alternate the student partners from the previous day. Have students read silently when you feel the group can read it alone.

Stop at pages 10–11 and model asking questions. *Can you think of a question about something that was confusing in the text? Remember to ask a question that needs more than a one-word answer.* *(On page 10, why do you think the Arctic fox’s fur changes color?)*

Model summarizing the text for students. *This book tells us about the variety of fur on animals. Some animals have more fur to keep them warm. The color of some animals’ fur help keep them hidden and safe from other animals.*

Have students silent read to the end of the book. Ask students to participate in summarizing the book from the beginning. *Tell me in one sentence what you think the author of this book wanted you to learn.*

**Second Reading** Work with a different student than the one assessed at the beginning. Have students reread the text to a partner with fluency.