

Lesson 12

Book 4

Phonics
Long Vowel Patterns *a, e*

Comprehension
Making
Connections

1 Repeated Reading

5 min.

Objectives

- Repeated reading
- Check oral fluency
- Build reading automaticity

Assess and Build Fluency

Conduct a repeated reading with one student using *A Brave Thing to Do* as students work in partners to do repeated reads. Use pages 19–21 as a guide.



Check Fluency and Assess Reading Behaviors

Have one student do a repeated reading for *A Brave Thing to Do*, pages 1–6. Assess reading behaviors, check oral fluency, and determine the accuracy score.

Reread for Fluency Have students do a repeated reading with a partner using a previously read text.

2 Build Phonics and Vocabulary Skills

8 min.

Objectives

- Identify sounds in words
- Apply word study knowledge
- Build vocabulary

Monitor Understanding

Have students work individually to sort words by long vowel patterns *a, e* (*same, team, chief, these*) on the blackline master. If students already know these vowel patterns, use the assessment data to select another blackline master. Keep a record of unknown words. Then prepare students for the book with a vocabulary activity. For more information about Word Sorts, see pages X and 413–416.

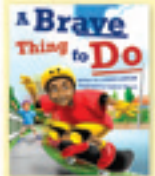
Word Sort—Day 2 of Long Vowel Patterns *a, e* Give each student a copy of the Word Sort blackline master on page 386.

Let's read the words from the box at the bottom of the page. Use these words to sort according to the vowel pattern. Remember, when you sort for vowel patterns, pay attention to how the word looks and also to the sound that the vowel(s) makes in the word.

Have students work individually to complete the activity. Support students as needed. After the written sort is completed, ask students: **Why did you sort these words in this way?** Have students explain why they placed words in specific columns. Following the discussion, check students' work. Then read each column as a group: *same: chase, date, grape, shave, whale; team: meal, neat, speak, steam, treat; chief: brief, field, piece, shriek, thief; these: eve, scene, theme.*

Vocabulary Show *Jamila Joins the Team*. Show the words presented on the previous day: *bright, eyesight, and rules*. **These were the words that we needed to know in order to read this text. Can anyone use these words in a sentence to tell about what we read?** (*The girls thought they could change the rules of the game to include Jamila. They knew she could not hit a regular ball because of her poor eyesight.*) Briefly discuss word meanings and clarify any misconceptions. **What do you know about eyesight? Which word is plural? Can you describe something bright for me? Who can tell me what rules are? Keep watching for these words as you read the book.**

Materials



BLM p. 340:
A Brave Thing to Do



Select 1 previously read book from books 2–3



BLM p. 386:
Word Sort



3 Introduce Text

17 min.

Objectives

- Build comprehension
- Build vocabulary
- Develop oral fluency

Develop Comprehension, Fluency, and Vocabulary

Preview *Jamila Joins the Team*. Integrate comprehension strategies using the new book. Model a comprehension strategy for students. For help with specific scaffolding issues, see page x for support language.

Preview Let's summarize what we've read so far. Use the Narrative Story Map as an aid to summarize what was read.

What strategy did we work on last? (*making connections*) **What do you do when you make connections?** (*I think about what I already know and connect it to what I read, so that I am better able to understand what I am reading.*)

Hand one book to each student. Look through pages 18–24. What do you think will happen in the story today? Remember, good readers make connections with the story so they can better understand what they are reading.

Read Have students silently read pages 18–24. When students are finished, discuss the selection.

Do any of these characters remind you of someone you know? Have students share how they made connections while reading.

Why do you think Jamila and her friends are smiling and laughing at the end of the story? (*Jamila's friends found a way to include Jamila in an activity she had never done before.*)

Respond Let's finish the Narrative Story Map. Work with students to complete the graphic organizer. Have students record the remaining events in the last "Event" box and add any new information they learned about the characters in the "Characters" box. **What was the solution to the problem?** (*The girls use a ball that Jamila can hear, and they agree to change the rules so that she can throw the ball instead of hit it.*) Have students record the group responses on their copies of the Narrative Story Map. Refer to pages X and 420 as needed.

When you write down information in a Narrative Story Map, it can help you to understand and remember what you read. Use the graphic organizer to model a summary for the students. Remember, good readers are always trying to figure out how to make sense of what they read.

Let's think about how making connections helps us to be better readers. Can you think of how you could make connections with a story you might read in your classroom or at home? If necessary, model a response. Would someone else like to suggest how you could use this strategy? Encourage at least 2-3 responses, making sure that different students are responding to each book. If students have difficulty responding, scaffold the response to help them form an answer.

Materials



Wright Group:
Level L
Guided Reading:
Level J



Graphic Organizer
p. 421:
Narrative Story Map