Part A: Tricky Words

**Review**
It's time to review all the tricky words we have learned so far.
(Use the Tricky Word Cards.)
(Hold up is. This word is is. Read it. is
Repeat the process with the following tricky words: a, the, I, on, A, The, Is, have, are.
(Shuffle the deck, and repeat the process with all the tricky words learned so far.)

**Individual Practice**
Provide individual practice.
Great job remembering the tricky words!
We are now ready to read our story.

Part B: Story-Time Reader

Fluency Development (Pass out Story-Time Reader 2, A Table.)
Note: Follow this format:
1. Browse the story, and then answer together.
2. Read the story, and then answer together.
3. Read the story, and then answer together.
4. Answer together.

1. It's time to read. Put your finger on the title of the story.
2. The title of this story is A Table. What is the title of this story? (Be sure students are following with their fingers.)
3. A Table
4. What do you think is going to happen in this story?
5. (Allow time for students to browse the story.)
6. (Hold up a copy of the story, and turn the pages.)
7. Let's look at all the pictures in the story.
8. (Shuffle the deck, and repeat the process with all the tricky words learned so far.)
9. Repeat the process with the following tricky words: a, the, I, on, A, The, Is, have, are.

**Materials**
1. Tricky Word Cards
2. Story-Time Reader 2, A Table
3. Letter-Sound Card 8 (Ff)
4. Maxwell
5. Activity Book A, page 19
6. Pictures for Language and Literacy Support, page 12

**Objectives**
- Activities 1 and 9: Fluency
  - Learn to write and automatically recognize irregular words in stories
  - Demonstrate the ability to decode text and read words fast
- Activity 2: Letter-Sound Correspondences
  - Preview words from a poem
  - Learn the sound of the letter f
  - Associate sounds with letters
  - Listen for and identify the /f/ sound in a poem
- Activity 3: Phonemic Awareness
  - Identify the position of a sound in a word
- Activity 4: Letter-Sound Correspondences
  - Associate sounds with letters
- Activity 5: Phonemic Awareness
  - Segment spoken words into sounds, and then say words
- Activity 6: Letter-Sound Correspondences
  - Learn the correct strokes for writing lowercase and capital letters
  - Match the sounds of letters to printed letters
- Activity 7: Letter-Sound Correspondences
  - Identify letter-sounds, and write the letters for the sounds
- Activity 8: Word Recognition and Spelling
  - Segment words into phonemes, and then blend the phonemes to say words

**Lesson**
Lesson 15

**Notes**
- Review rules quickly.
- Sit tall.
- Listen big.
- Answer when I cue.
- Answer together.

**Staff Development Guide, Level 1**
Lesson 15

Some of the words in this story are shown as pictures. When you see a picture, say the word that the picture stands for. The rest of the words in this story are tricky words. That means when you see them, you say them fast. I will tap once for each word or picture. When I tap, read the word.

My turn to read first. (Tap the table as you read each word to model.) A (tap) table

Look at the next page. Now it's your turn to read. Remember to read the word when I tap so you can read together. (Tap.) A (tap) ball (tap) is (tap) on (tap) the (tap) table.

(Proceed this way throughout the entire book.)

(Scaffold as necessary.)

(Resate the predictions.) Did our predictions come true? What happened? (Discuss.)

Individual Practice

(Provide individual practice with 1 page per student.)

Excellent job reading A Table! Now I can mark the Mastery Sheet.

Activity 2
Letter-Sound Introduction

Language and Literacy Support

During this activity, we will be reading a poem, and I want to make sure you understand the words from the poem.

The first word is fan. Who knows what fan means? (You may have to prompt students further by saying:) What do I mean if I say We turned on the fan? (Accept reasonable responses.)

That’s right. A fan blows air to cool you off. (Demonstrate by fanning yourself.) Here is a picture of a fan. (Show Ff Letter-Sound Card.)

The next word is fox. Does anyone know what a fox is? (You may have to prompt students further by saying:) What do I mean if I say There was a fox outside the chicken pen? (Accept reasonable responses.)

Yes. A fox is a small wild animal a little like a wolf or a dog but smaller, with shorter legs. Foxes have large ears and bushy tails. Here is a picture of a fox. (Hold up Pictures for Language and Literacy Support, page 12.)

The last word is whir. Does anyone know what whir means? (You may have to prompt students further by saying:) What do I mean if I say Fans whir in windows on hot summer days? (Accept reasonable responses.)

Yes. Whir is a quiet sound. An electric fan makes a whirring sound. Whirring sounds like this. (Demonstrate by rolling your tongue.)

Good job.

(Hold up the Ff letter-sound card.)

This letter’s sound is /fff/. Say it with me. (Teacher and students:) /fff/

Again. Say it with me. (Teacher and students:) /fff/

Your turn. What sound? /fff/

Individual Practice

(Ask each student individually.)

Good job. I am going to read a poem about Franny the Fan. Listen. I will stretch the beginning of the word Franny. /fff/rannty. What is the beginning sound you hear in the word /fff/rannty? /fff/
Lesson 15

Activity 3

Thumbs Up—Thumbs Down Game

Beginning or End

Now let's play the Thumbs Up—Thumbs Down game. I will say some words that may have the /fff/ sound. After I say each word, I will cue. When I cue, put your thumbs up if the word has the /fff/ sound. If the word does not have the /fff/ sound, put your thumbs down. Listen as I do the first one. (Emphasize the /fff/ sound in each example.)

/fff/unny.

(Students should give a thumbs-up.)

Your turn. Listen carefully.

/fff/ast.

(Students should put their thumbs up.)

Repeat the process with the following words: funny, stiff, family, life, leaf.

Can you make Franny the Fan go fast?

(Encourage students to say quickly:)

/fff/ /fff/ /fff/

/fff/ /fff/ /fff/

What words did you hear with the /fff/ sound?

(Students should write in the /fff/ sound on the bottom of the Thumbs-Up/Down Sheet.)

/fff/ /fff/ /fff/—What's that funny sound? It's Franny the Fan going round and round. And this is the sound that old fan makes: /fff/ /fff/ /fff/ /fff/. When it gets too hot, you see, Franny cools the family: /fff/ /fff/ /fff/ /fff/ /fff/. She fans Father's face, And Foxy's fur, And Felicity's feet. Hear the fan whir: /fff/ /fff/ /fff/ /fff/ /fff/.

Great job saying /fff/.

What should I do now?

(Encourage students to tell you to check off the activity on the Mastery Sheet.)

Yes. The beginning sound in Franny is /fff/.

Great listening. Listen again as I stretch the beginning of the word fan. /fff/an.

What is the beginning sound you hear in the word /fff/an?

/fff/

That is right, so we know /fff/ is the first letter we hear in Franny and fan.

Here is a poem about Franny the Fan. The poem has many words with the /fff/ sound.

/fff/ /fff/ /fff/ /fff/ /fff/—What's that funny sound? It's Franny the Fan going round and round.

And this is the sound that old fan makes:

/fff/ /fff/ /fff/ /fff/ /fff/.

When it gets too hot, you see,

Franny cools the family:

/fff/ /fff/ /fff/ /fff/ /fff/.

She fans Father's face,

And Foxy's fur,

And Felicity's feet.

Hear the fan whir: /fff/ /fff/ /fff/ /fff/ /fff/.

Repeat the process with the following words: funny, stiff, family, life, leaf.
Lesson 15

Individual Practice

Great job remembering all the sounds we have learned. You have finished another activity perfectly. I will put a check mark on the lesson Mastery Sheet.

ERROR CORRECTION:
Oh, you let me trick you!

My Turn
(Say sound for 2 seconds.)

Together
(Back up 2 items.)

Your Turn

Activity 4
Letter-Sound Review

It is time to review all the sounds we have learned so far. When I touch under a letter, say its sound. Keep saying the letter's sound for as long as I touch under the letter.

(Touch under n on the next page.)

What sound?

(/nnn/) (After the first row, say:) The rest of the letters do not have dots. Say their sounds the way you always have. (Say their sounds the way you always have.)

(Provide individual practice.)

Good job hearing the /fff/ sound. I will mark the Mastery Sheet so we can go to our next activity.

(Provide individual practice with 1–2 words per student.)

15Lesson

Individual Practice

Great job remembering all the sounds we have learned. You have finished another activity perfectly. I will put a check mark on the lesson Mastery Sheet.

ERROR CORRECTION:
Oh, you let me trick you!

My Turn
(Say sound for 2 seconds.)

Together
(Back up 2 items.)

Your Turn

Activity 4
Letter-Sound Review

It is time to review all the sounds we have learned so far. When I touch under a letter, say its sound. Keep saying the letter's sound for as long as I touch under the letter.

(Touch under n on the next page.)

What sound?

(/nnn/) (After the first row, say:) The rest of the letters do not have dots. Say their sounds the way you always have. (Say their sounds the way you always have.)

(Provide individual practice.)

Good job hearing the /fff/ sound. I will mark the Mastery Sheet so we can go to our next activity.

(Provide individual practice with 1–2 words per student.)
Lesson 15

Activity 5

Stretch and Blend

(Place Maxwell the puppet on the table.)

It is time to teach Maxwell to speak. First
I will say a word. Then you will stretch the
word, holding up one finger for each sound
you hear. Then say the word the fast way.

(Hold up your fist to demonstrate.)

Fists up. (Pause.) The first word is /f/. Stretch /f/.
Lesson 15

15

Write the word fan on the line. Have students say the sounds as they write the letter. (Monitor, and correct as necessary.)

Repeat the process with the word fat.

Good job writing words with the /ff/ sound.

I will put a check mark on the Mastery Sheet so we can go to the next activity.

Good job tracing the letter that says /ff/. Trace the next letter fast. Trace it by yourselves. (Monitor, and correct as necessary.) (Have students trace all the f's on the first line.)

Good job tracing the letter that says /ff/.

Now let's write the letter that stands for the /ff/ sound. Touch the big dot of the first letter, and trace it. Say the /ff/ sound as you neatly write the letter f. (Have students complete all the f's on the second line.)

Good job writing the letter that makes the /ff/ sound. Now you are going to write the letter f by yourselves. Write the letter three times. (Point to the line on which students will write their f's. Remind students to softly say the /ff/ sound as they write the letters.) (Monitor, and correct as necessary.)

Excellent job writing the letter that makes the /ff/ sound. Now we are going to write two words. Look at the words underneath your line of f's.

Put your finger on the first word. Let's sound it out together. (Teacher and students: /ff/aaa/nnn/ Read it, fan)

Activity 6

Writing the Letter

Have the Ff letter-sound card ready. Have students open their activity books to page 19. Allow no more than 4 seconds to write each letter. (Hold up the Ff letter-sound card. Point to f.)

What is this letter's sound? /ff/

Now we are going to learn how to write the letter that stands for the /ff/ sound. Watch how I write it. (Model, explaining each stroke you make. Use the letter formation guide at the back of this book.)

On the activity sheet, the letters are almost finished. Put your pencil on the big dot of the first letter. Let's trace that letter together. (Demonstrate, and monitor.)

Let's trace that letter together. (Write the letter through each pencil stroke. Have students say the /ff/ sound as they trace the letter, and write it on their own in this activity.)
Activity 8
Sounding Out

When you go through the list of words, distinguish between the letters m and n before sounding out each word. Touch under the n in an. What is this letter’s sound? /nnn/

Sound it out. Read it fast. an

Note: *(When you come to the word sat, say:)*

The next 2 words have no dots. Sound them out the way you always do.

***(Touch under the m when you come to ram. Follow this procedure:)*

What is this letter’s sound? /mmm/

Sound it out. Read it fast. ram

Activity 7
Letter-Sound Dictation

Let’s play another game. I am going to say a sound, and I want you to write the letter that makes the sound as fast as you can. Listen carefully because I am not going to give you much time between sounds.

*Direct students to the bottom section on the activity sheet. Get ready. /d/.* Write it fast.

(Pause 4 seconds between each sound. You may want to tap 4 times.)

Next sound. /Nnn/.

Repeat the process with the following sounds: /rrr/, /sss/, /mmm/, /aaa/, /t/, /nnn/. 

(Scaffold as necessary.)

Good writing. I will put another check mark on the lesson Mastery Sheet. Let’s move on to the next activity.

Individual Practice
Provide individual practice.

Good reading. What should I do now? Put a check mark on the lesson Mastery Sheet.

Lesson 15

Staff Development Guide, Level 1

SRA Early Interventions in Reading Level 1
Lesson 15

Individual Practice
(Provide individual practice with 1 sentence per student. Have students repeat the sentence until they can read smoothly.)

Excellent work today, everyone. You have worked together to earn a sticker for your Mastery Sheet.

Read the first sentence by yourselves.

I am Nat.

Great reading. Continue reading.

Look at the last sentence. It has no dots. Read it the same way you always have.

Great job reading. Now let’s go back to the first sentence. I am Nat.

Repeat the process with the remaining sentences.

We are going to read a story about two rats. When I tap under the tricky words, read them. For the words with the dots, I will slide my finger under the letters, and you will sound them out and then say the words. After you finish sounding out a sentence, read it the last way.

Note: If students are capable of doing so, they may read the sentences fast the first time. However, students should read and reread the sentences until they can read smoothly and without any mistakes.

Activity 9
Connected Text—Teacher Led

Fluency Development

Note: Follow this format. For each tricky word, tap under the word. For each word students can decode, slide your finger under each letter. Students sound out the word and then read it fast. Finally students read each sentence fast. If students hesitate, use the following cues: ‘Read it’, for tricky words, ‘Sound it out’, for decodable words, and ‘Read it fast’ after they sound out the sentence.

We are going to read a story about two rats. When I tap under the tricky words, read them. For the words with the dots, I will slide my finger under the letters, and you will sound them out and then say the words. After you finish sounding out a sentence, read it the last way.

Staff Development Guide, Level 1

SRA Early Interventions in Reading Level 1
I am Nat.

I am a ram.

Sam is a rat.

Sam and Nat sat on the mat.
Name

Lesson 15

Activity 6

f

fan

fan

fat

fat

Activity 7

d

n

r

s

m

a

t

n

Activity Book A

19

Staff Development Guide, Level 1
SRA Early Interventions in Reading Level 1
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Your turn. When I say the word, write the letters that say their sounds correctly.

(Pause.) Would. (Pause.)

Write the letters that work. Say the sounds as you write the letters.

(Monitor, and scaffold as necessary.)

What word did you write? would

Repeat the process with the following words: does, could, one, four, should, out, for, *of.

Note: *The whole word of does not sound out correctly. Tell students, “This word is of. Neither of the letters in this word says its sound correctly.”

Now let’s read all the words together. Say the word when I tap. First word. (Tap.) would

Repeat the process with the remainder of the words.

Individual Practice

(Provide individual practice.)

We have just finished our first activity. I will mark the Mastery Sheet so we can continue our lesson.

Materials

1. Letter-Sound Card 33
2. Activity Book B, page 53
3. Marker Board
4. Story-Time Reader 31, The Stand
5. Timer

Objectives

Activity 1 Word Recognition and Spelling
• Learn to write and automatically recognize irregular words in stories

Activity 2 Letter-Sound Correspondences
• Learn the sound of the letter combination or
• Associate sounds with letters

Activity 3 Phonemic Awareness
• Segment spoken words into sounds, and then say words

Activity 4 Letter-Sound Correspondences
• Associate sounds with letters

Activity 5 Word Recognition and Spelling
• Blend and say word parts to form multisyllabic words

Activity 6 Word Recognition and Spelling
• Preview words to be read
• Learn to internalize sounding-out procedure to become fluent readers

Activity 7 Word Recognition and Spelling
• Blend and say word parts to form multisyllabic words

Activity 8 Fluency
• Preview words from a story
• Demonstrate the ability to decode text and read words fast
• Build fluency by rereading a story in unison
• Reread a story to meet established fluency goals
• Make and verify predictions, using prior knowledge and picture clues

Objective 1

Tricky Words

Analysis

(Have students turn to page 53 in Activity Book B.)

Note: Teaching students that some letters in tricky words say their sounds correctly will help students when they encounter words they do not know.

Now you will write missing letters in tricky words. Look at the activity sheet. The letters that do not say their sounds in each word are written for you. Write the letters that do work in each word. Listen as I say each tricky word. Write the letters that say their sounds in the correct order.

I will do the first one. (Hold up the activity sheet, and point to the first lined space with oul in it.) The first word is would. The letters w and d, which are the first and last letters in would, say their sounds correctly, so I will write them. (Say the word would again as you write the w and the d.)
Lesson 71

Activity 2

Part A: Letter-Sound Introduction

Let’s begin the letter-sound introduction!

1. Hold up the Flashcard for the letter-sound /orr/.
2. These letters usually go together to say /orr/.
4. What word did you stretch? /orr/ sound each time I say them.
5. /orr/ 5 more times.

Good. Please keep your activity books open, because we will use them again.

Activity 3

Part B: Thumbs Up—Thumbs Down

Now we will play the Thumbs Up—Thumbs Down game. I will say some words. If you hear the /orr/ sound in a word, give it a thumbs-up. If you do not hear the /orr/ sound, put your thumbs down.

1. The first word is for.
2. Next word: core.
3. Repeat the process with the following words:
   - fort, wrong, tenth, barber, salty.

Individual Practice

Great job. We have finished this activity. What should I do now?

Activity 4

Part C: Stretch and Blend

Now it’s time to stretch words and then say them fast.

1. Fists up.
2. (Pause.) First word: order.
3. Stretch order: /orr/d/err/
4. What word did you stretch? order
5. Repeat the process with the following words:
   - forty, wrong, tenth, barber, salty.

Individual Practice

Great job. We have finished this activity. What should I do now?
Activity 4
Letter-Sound Review
(Hold up the book so all students can see the letters.)

Now it is time to review letter-sounds we have learned so far. When I touch under a letter-sound, tell me its sound. Keep saying its sound until I touch under the next letter-sound.

(Touch under the first y.)

What sound? /yyy/

Good. Let's continue.

Repeat the process with the remainder of the letter-sounds.

Great job remembering the letter-sounds.

What should I do now?

Individual Practice
(Provide individual practice.)
Activity 5
Sounding Out
Chunking—Student Led

Direct students to the correct section of the activity sheet.

Now you will sound out words on your own. Some words have more than one part. If there is more than one part, sound out each part, and then read the whole word.

You are sounding out and reading words! Excellent!

Put a check mark on the Mastery Sheet, and continue.

Note: These two words will be in the story and students that these two words almost sound out right.

Repeat the process with the following words: call, for, fresh, which, churn, forget, glass, butter, salad, wants.

Individual Practice
(Prompt students to read words aloud, and provide individual practice.)

You are sounding out and reading words! Excellent!

Put a check mark on the Mastery Sheet, and continue.

Activity 6
Reading Fast First
Lists

During this activity, we will be reading some words, and I want to make sure that you understand them all.

Some words have more than one part. If there is more than one part, sound out each part, and then read the whole word.

You are sounding out and reading words! Excellent!

Put a check mark on the Mastery Sheet, and continue.

Next word is stiff. Does anyone know what it means? (Prompt students to think about the contextual meaning in Story-Time Reader 31, The Stand, which students will read later in this lesson.)

That's right. Stiff means hard to move.

Next word is scarf. What do I mean if I say I wear a scarf around my neck when it is cold? (Prompt students to think about the contextual meaning in Story-Time Reader 31, The Stand, which students will read later in this lesson.)

That's right. Scarf means cloth worn around the neck.

We are going to read this word in chunks. Read each part of the word. (Point to each part of the word.)

Now say the two parts, pointing to each part as you say it.

Read the whole word.
Lesson 71

Yes. A scarf is a piece of cloth or material worn around the shoulders, neck, or head. We usually use scarves to help keep us warm. Here is a picture of a scarf from the story we will be reading. (Show picture on the cover of The Stand.) Have you ever worn a scarf? (Accept reasonable responses.)

Good. The next word is rent. Does anyone know what rent means? (You may have to prompt further by saying:) What do I mean if I say I like to rent videos? (Accept reasonable responses.)

Yes. To rent means “to pay to use something for a while.” If you rent a DVD for the weekend, you pay for the days you are using it, and then you return it.

Good job!

(Pause 1.5 seconds between words to give students time to sound out the words in their heads.)

Here is a list of words you will read fast the first time. I will give you time to sound out the word to yourselves. Then I will say “Read it.”

(Touch under the word, and pause 1.5 seconds.)

Read it. stand
Yes, stand. Next word. (Pause.)
Read it. fill
Yes, fill. Next word.

Repeat the process with the following words: rest, trick, small, stiff, raft, scarf, rent, neck.

If students make an error, go back, sound out the word together in a whisper voice, and then say the word fast.

Individual Practice

(Provide individual practice with 5 words per student. Call on students in random order.)

(Praise, mark the Mastery Sheet, and continue with the next activity.)
Activity 7
Sounding Out
Chunking—Teacher Led

For this activity you will read big words again. When you read these big words, say each part as the first time. Then read the whole word last.

( Hold up the word list. Place your finger under the word paddle. Slide your finger under the pad part, and say:)

Say this part. padd
( Place your finger under the le part, and say:)

Say this part. le

Now say the parts together. (Touch under each part as students say it.)

Read the whole word. paddle

Repeat the process with the following words:
problem, animals, pocket, carrot, wondered.
Lesson Individual Practice (Give individual turns.)

Now read the words fast the first time. Hold up the word list. Place your finger next to the word paddle, and say:

First word. (Pause 3 seconds.) Read it. paddle

Repeat the process with the following words: problem, animals, pocket, carrot, wondered.

Individual Practice (Scaffold as necessary, going back to sound out a word if students miss it.)

Individual Practice (Provide individual practice with 1–2 words per student.)

What a great job reading big words! I will mark the Mastery Sheet, and we can continue. We have only one activity left before our lesson is over.

paddle
problem
animals
pocket
carrot
wondered
Activity 8
Story-Time Reader
Fluency Development

Language and Literacy Support

During this activity we will be reading a story called The Stand, and I want to make sure you understand all the words we will be reading.

The first one is actually two words: step up. Who knows what step up means? (You may have to prompt further by saying:) Here’s a hint. The man at the carnival said, “Step up and get your picture taken.” (Accept reasonable responses.)

That’s right. Step up means come forward. (Demonstrate by stepping forward.)

The next one is step out. Who knows what step out means? (You may have to prompt further by saying:) Here’s a hint. I am sorry I missed you, but I had to step out of my office for a while. (Accept reasonable responses.)

That’s right. To step out means “to leave for a short time.”

The next word is trick. Who knows what trick means? (If students give another correct meaning, acknowledge it, but focus on the contextual meaning in the selection.) (You may have to prompt further by saying:) Here’s a hint. I pushed hard to open the heavy door, and that did the trick. (Accept reasonable responses.)

That’s right. Although trick often means “to play a mean joke on someone,” the word trick means something different in our story. When we say something will “do the trick,” we mean that it will fix a problem.

Good job!

Before we start reading, let’s learn some new words.

The word is (point to salad) salad. What word? salad

The word is (point to wants) wants. What word? wants

We are going to read this story fast the first time. If you know the word, say it when I tap. If you do not know a word, sound it out to yourself, and then say it fast when I tap. I will give you time to think before I tap. Remember to follow along by pointing to each word in your book. (Browse the story. Let students comment on the pictures and make predictions. Have each student make a prediction.)

FLUENCY GOAL 98 words @ 35 wpm = 2 minutes, 55 seconds

(Write the following words on the marker board: salad, wants.)

Note: Have students read from their books, pointing under each word as they read it. Tap once for each word, allowing enough time between taps for students to sound out decodable words. Use oral cues if necessary.)
Lesson 71

Good. Now we are going to read the story. Get ready. (Provide think time of 2.5 seconds maximum per word, start the timer, and tap.) Step

Repeat this process for the remainder of the story.

(Review and discuss students’ predictions.)

Note: Review any missed words. If students met the fluency goal on the first reading, have them move to Individual Practice. If students did not meet the fluency goal on the first reading, have them read the story a second time in unison. This time have them read the story faster, pausing 2 seconds per word. Then have students complete Individual Practice.

Now you are going to read this story again. This time you will read it faster. (Pause, start the timer, and tap.) Step

Individual Practice

(Call on individual students to read 1–2 pages. Do not tap during individual practice. Time students as a group. Note on the Mastery Sheet whether the group achieved the fluency goal.)

ERROR CORRECTION:

If students make an error, follow this format:

Have students sound out the word together in a whisper voice, read it fast, and then reread the sentence. After students read the story, write each missed word on the board. Have students sound out each word in unison in a whisper voice and then say it fast. Next have students read the list the fast way.

Good job! You have finished today’s lesson. I will mark the Mastery Sheet.

240 Lesson 71
Lesson 71

Activity 1

ou | oes | ou
ou | our | ou
ou | out | of

Activity 2


Activity 5

walnut   call   for
fresh    which  churn
forget   glass  butter
salad    wants

Activity Book B
**Lesson 101**

**Materials:**
1. Letter-Sound Card 35 (A—vowel)
2. Activity Book C, page 40
3. Story-Time Reader 49, Steve's Secret
4. Stopwatch and Timer
5. Marker Board

**Pictures for Language and Literacy Support,** page 112

**Objectives:**
- Letter-Sound Correspondences: Learn the long a sound spelled ai and ay
- Associate sounds with letters
- Develop automatic discrimination between long- and short-vowel sounds
- Word Recognition and Spelling: Learn the spelling pattern a and ay
- Read multisyllabic words
- Paired Reading: Read a story to meet established fluency goals
- Pairs Reading: Build fluency by reading a story with a partner
- Comprehension Strategies: Identify the main idea of a story in 10 words or fewer

**Activity 1**
**Letter-Sound Introduction**

First word. Read the underlined part. /aaa/
Yes, bait. Let's continue.

Repeat the process with the following words:
maid, train, main, stain, paint.

Very good.

Activity 2
**Letter-Sound Correspondences**

What sound do these letters make? /aaa/

First word. Read the underlined part. /aaa/

Repeat the process with the following words:
say, bay, away, may, today.

Individual Practice

(Please students mark off the activity on the Mastery Sheet, and continue.)

Note: Starting at this point in the program, students no longer sound out words aloud.

Go to page 112 for Assessment 15.

Using the model-lead-test strategy, review the letter-sounds and words with students.)
Activity 2

Letter-Sound Review

It’s time to review letter-sounds you have learned so far.

Repeat the process with the remaining letter-sounds.

(Remember to have students read from left to right across the page.)

(Touch under e_e.) What sound? /eee/

Good. Let’s continue.

Note: If a letter-sound represents more than 1 sound, ask, “What sound do you try first? What sound do you try next?”

For ge, gi, ce, and ci, ask, “What sound does this letter make (Touch under g or c.) when it is followed by this letter?” (Touch under e or i.)

(Follow the usual correction procedure.)

Individual Practice

(Provide individual practice.)

Good job reading the letter-sounds. I will mark the Mastery Sheet, and we can continue with the next activity.
Activity 3

Vowel Sounds

VC and VCe

Everyone, tell me the rule about the silent e. If there is an e at the end of a word, the vowel says its name.

Now let's read some words. Check for an e on the end of these words. (Pause.) Say the underlined part. /e/ Read the word. Steve

Repeat the process with the following words: smile, stone, with, hid, will, white, hide, shave, flat, red, size, Eve, but.

Now let's read these words fast the first time. When I touch under a word, read it. (Pause under Steve.) Read it. Steve

Repeat the process with the following words: smile, stone, with, hid, will, white, hide, shave, flat, red, size, Eve, but.

Individual Practice

Give individual turns. (Praise students, mark off the activity on the Mastery Sheet, and continue.)
Activity 4
Sounding Out
Chunking—Student Led
(Have students turn to page 40 in Activity Book C. Remind students that when a word or a syllable ends in a vowel, the vowel usually says its name.)

Everyone, touch the first word.
(Pause 2 seconds.) Read the first part, secret.
(Pause 2 seconds.) Read the next part, cret.
(Pause 2 seconds.) Read the whole word.

Repeat the process with the following words: pocket, acorn, dragon, dragons, terrible, tickled, little, even, fever.

Note: If students have trouble with tickled, cover the t, and have them read tickle first.

Steve

smile

with

will

shade

flat

size

but

stone

hid

white

shave

red

Eve

Steve smile stone with hid will shade flat size but
Lesson 101

Now you will read these words fast.
Everyone, touch the first word. (Pause 2 seconds.)
Read it. secret
Yes, secret. Next word.

Activity 5
Story-Time Reader
Part A: Unison Reading

Who remembers what shade means? (Accept reasonable responses.) That’s right. Shade is darkness from the sun caused by a shadow.

In today’s story, shade has a different meaning. What do I mean if I say Your shirt is a beautiful shade of blue? (Accept reasonable responses.)

Yes. Shade in this case means a color that is a little different from others in the same color group. Light blue, dark blue, and bright blue are all shades of blue.

Nice job!

Language and Literacy Support

During this activity we will be reading a story, and I want to make sure you understand all the words we will be reading.

The first word is acorn. Who knows what an acorn is? (If students give another correct meaning, acknowledge it, but focus on the contextual meaning in the story.)

You may have to prompt further by saying: Here’s a hint. The squirrel gathered acorns that had fallen from the tree. (Accept reasonable responses.)

That’s right. An acorn is a nut from an oak tree. Here is a picture of an acorn. (Hold up Pictures for Language and Literacy Support, page 112.)

Next is the sentence Let me be. Who knows what let me be means? (You may have to prompt further by saying:) Here’s a hint. Please don’t talk to me; just let me be. (Accept reasonable responses.)

Good. Let me be is another way to say “leave me alone.”

Who remembers what shade means? (Accept reasonable responses.) That’s right. Shade is darkness from the sun caused by a shadow.

In today’s story, shade has a different meaning. What do I mean if I say Your shirt is a beautiful shade of blue? (Accept reasonable responses.)

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Good. Let me be is another way to say “leave me alone.”

FLUENCY GOAL 111 words @ 50 wpm = 2 minutes, 20 seconds
Lesson 101

Everyone, point to the title of our story. Each time I tap, read a word. (Tap for each word in the title.) Steve’s Secret

What do you think this story is about? (Allow students to make predictions for no longer than 1 minute. Set a purpose for reading, such as checking to see if these predictions are correct.)

Now we are going to read the story together the fast way. (Start timer.) First word. (Provide think time of 1–1.5 seconds maximum per word, start the timer, and tap.) Steve

Part B: Partner Reading: Beat the Clock

Now we are going to play Beat the Clock. You will take turns reading the story one page at a time as fast as you can without making mistakes, until you have read the whole story. You will try to read the story all the way through before time runs out.

(Provide error correction procedures: If an error occurs, have students sound out the word in a whisper voice, read the word, and then reread the sentence. Do not stop the timer during corrections.)

Repeat this process for the remainder of the story. Error correction procedures: If an error occurs, have students sound out the word in a whisper voice, read the word, and then reread the sentence. Do not stop the timer during corrections.

(Review any missed words. Write the words on the board. Have students sound out each word in a whisper voice and then say it fast. Then have students read the list the fast way.)

(Review students’ predictions.)

Note: If the group does not meet the fluency goal on the first read, have students complete Part B. If the group does not meet the fluency goal on the first read, have students read the story again in unison, even faster. Then have students complete Part B.

Part B: Partner Reading: Beat the Clock

Now we are going to play Beat the Clock. You will take turns reading the story one page at a time as fast as you can without making mistakes, until you have read the whole story. You will try to read the story all the way through before time runs out.

(Assign partners and the first reader in each pair. Pair yourself with a different reader for this lesson.)

Part B: Partner Reading: Beat the Clock

Everyone, turn to the first page of our story, and get ready to read. You have 2 minutes and 20 seconds to read the story.

First readers, begin reading. (Time students for 2 minutes, 20 seconds.)

(When time runs out, say:) Stop. Good job. Did you beat the clock?

(Review any missed words. Write the words on the board. Have students sound out each word in a whisper voice and then say it fast. Then have students read the list the fast way. Proceed to Part B.)

Activity 6

Main Idea

Let’s talk about Steve’s Secret. What is this story mainly about? (Discuss briefly.)

Do you think we can say the main idea in fewer words? I think we can. (Pause to see if students can restate the main idea in fewer words.)

Now listen as I try. Count how many words I use. (Monitor.)

Steve has a secret he doesn’t want to share.

Note: Follow this process for determining the main idea:

1. Ask whom or what the story is mainly about.
2. Ask what is important about the main person, place, or thing in the story.

Good job remembering our story. We have finished the lesson, and you know what that means!

1. Whom is our story about? Steve
2. What is important about Steve in our story? He has a secret.
3. Main idea: Steve has a secret he doesn’t want to share.
Lesson 101
Activity 4

secret pocket

acorn dragon

dragons terrible

tickled little

even fever

Activity Book C