## Getting Ready to Read

### Introducing the Unit

Families come in all shapes, sizes, and forms. They do all sorts of things together. The selections in this unit, “Meg’s Summer on the Farm” and “Helping Each Other,” give students the opportunity to read about a girl’s special summer on a farm and also challenges them to think about ways to help their own families.

- Tell students that in this unit they will be reading and talking about stories that involve families. Invite students to complete the sentence: *This summer my family and I might . . .*
- Ask students what they do to help their own families. Do they feed a pet? Perhaps they take out the trash or clean their rooms.

### EL Connection

If necessary, allow English Learners to draw a picture to complete the sentence: *This summer my family and I might . . .* Then help them label their pictures. Also, invite students to share ways they help their family. Depending on their level of English proficiency, they can do this orally, in writing, or through drawings.

### Assessment

The program’s comprehension assessments use both multiple-choice and constructed response items. These item types are comparable to what students will experience on state assessments. In addition to these assessments, you should use retelling as an informal assessment. During Workshop or other flexible time, ask students to retell the selection and any fluency or comprehension assessments you have administered. This assessment can be undertaken in a number of ways. In the unprompted retell assessment, the student simply retells as much of the story as she or he can. In the prompted assessment, you or another adult provides prompts to elicit more specific information about a student’s understanding of the literal and inferential elements of a selection. A third technique is to ask students to summarize the selection rather than retell it. Summarizing is a higher-level skill and should be used in addition to retelling rather than in place of it.
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| Selection Vocabulary: feeding, milking, chasing, brushing | **Comprehension Skill:** Drawing Conclusions | **Planning:** Family Story | **Teacher-Led Activities** | **Independent Student Activities** |
| **Reviewing Comprehension Strategies:** Summarizing Monitoring and Clarifying | **Reviewing Selection Vocabulary** | **Conferencing** | | |
| Rereading the Selection: “Meg’s Summer on the Farm” | **Home Connection** | | | |
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| **What I Know** | **Reading the Selection:** “Helping Each Other” | **Discussing the Selection:** “Helping Each Other” | **Writing:** Family Story | **Teacher-Led Activities** | **Independent Student Activities** |
| **Selection Vocabulary:** families, clean, rake, shovel, build, ground | **Comprehension Strategies:** Summarizing Monitoring and Clarifying | **Reviewing Selection Vocabulary** | **Conferencing** | | |
| | **Progress Check** | **Progress Check** | | | |
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| **Selection Vocabulary:** seeds, weeds, beets, strawberries | **Comprehension Skill:** Drawing Conclusions | **Revising:** Family Story | **Teacher-Led Activities** | **Independent Student Activities** |
| **Reviewing Comprehension Strategies:** Summarizing Monitoring and Clarifying | **Progress Check** | **Conferencing** | | |
| Rereading the Selection: “Helping Each Other” | **Reviewing Selection Vocabulary** | | | |
| **Home Connection** | | | | | |

| **Comparing the Selections** | **Extending Your Adventure** | **Focusing on Writing** | | |
| “Meg’s Summer on the Farm” and “Helping Each Other” | **What if?** | **Presenting:** Family Story | | |
| | **What would you do?** | | | |
| | **What did you discover?** | | | |

**Unit Assessment**

**LESSON 4**
Letters and Sounds
Word Recognition
Word Meaning

**LESSON 5**
Comprehension
Oral Fluency
Materials

- Sound/Spelling Card 41—Goo
- Student Reader, pp. 77–84
- Assessment Guide, Unit 5
- Activity Cards Cards 24–25

Objectives

Students will

- review Lesson 3’s sound/spellings.
- blend words and sentences with /oʊ/ spelled oo, _ue, u_e, _ew, and u.
- understand the selection vocabulary.
- understand and use the comprehension skill Drawing Conclusions.
- read “Helping Each Other.”
- revise their family stories.
- begin the Unit 5 Assessment.

LESSON 4 ➤ Pacing

Getting Ready to Read

15 min.

- Phonics: Review
- Phonics
- Word Play
- Progress Check

Before Reading

10 min.

- Selection Vocabulary

Reading and Understanding

15 min.

- Reviewing Comprehension Strategies
- Rereading the Selection

After Reading

20 min.

- Comprehension Skill: Drawing Conclusions
- Progress Check
- Reviewing Selection Vocabulary
- Home Connection

Focusing on Writing

20 min.

- Revising
- Conferencing

Workshop

30 min.

- Teacher-Led Activities
- Independent Student Activities

Unit Assessment

20 min.
Phonics: Review

/ʊ/ spelled _ew and _ue /er/ spelled or

Review the sound/spellings students learned in Lesson 3. Have them identify words that contain each sound/spelling. For example: /ʊ/ spelled _ew—few, yew, mew; /ʊ/ spelled _ue—cue, hue, value; /er/ spelled or—word, work, world. Then have students tell where the _ew and _ue spellings appear in words and syllables. (They come at the end of words or syllables.) Tell students next they will learn a sound that is very similar to the /ʊ/ sound.

Phonics

/ʌʊ/ spelled oo, _ue, _e, _ew, u

Introducing the Sound/Spelling Cards

Introduce Sound/Spelling Card 41—Goo. Be sure to identify the picture on the card, Goo, the sound it represents, /ʌʊ/, and its spellings. Ask students to tell which spellings come at the end of words or syllables. (_ue and _ew)

Blending

The words in the following lines provide practice with the lesson’s sound/spellings. Write the words and sentences as you complete the following blending activities:

► Remind students that the purpose of blending is to help them develop a strategy for reading unfamiliar words.

► Blend the words using either the sound-by-sound or whole-word blending procedure. The routines for these blending procedures can be found in the appendix.

► Blend the following words in the lines syllable by syllable: blue/bird, tu/na, tu/ba, and su/per. After blending, have students count the vowel sounds in each word and clap the syllables.

You will need the following Sound/Spelling Card for this lesson: 41—Goo.

Teacher Tip

See the appendix for more information on introducing and using the Sound/Spelling Cards. For additional support with Card 41, read the story that goes with it found in the appendix.
Unit 5
LESSON 4

Write the words in the sentences as you blend them. Use either the sound-by-sound or whole-word blending procedure for these words. Provide students with the pronunciation of the underlined words (sight words). Have students reread each sentence, pronouncing the words naturally.

Keep the words on the board for the Progress Check on the next page.

Line 1: food pool tool tooth
Line 2: true blue bluebird flute
Line 3: new grew blew flew
Line 4: tuna tuba truth super
Sentence 1: Sue flew in a balloon over the blue river.
Sentence 2: The moon looked cool in the gloomy night.

Oral Practice
Tell students you are going to say some words that contain the sound/spellings you just introduced. Have students signal thumbs-up when they hear the given sound and do nothing when they do not hear the sound. Some words you might say are as follows:

/oʊ/ boot hop hoop chew ruby

Written Practice
Help students begin Teacher’s Resource Guide page 39. They can finish the page independently during Workshop.

Building Fluency
Decodable Story Unit 5, Story 2
This story reviews the sound/spellings students have learned.
Call on volunteers to read aloud each paragraph. Encourage students to blend the decodable words, using the Sound/Spelling Cards as needed.

Teacher Tip
The underlined words in the sentence lines are sight words or words containing sound/spellings not yet introduced. Rather than blend these words, write them on the board, and introduce them before writing the sentences. When you write the words in the sentences, underline them, and tell students these are words they cannot blend.

EL Tip
Explain unfamiliar words in the blending lines and sentences to English Learners using words, pictures, or gestures.
After students have read aloud the story, have them discuss any difficult words. Have them retell the story in their own words. Then ask students questions about the story, and have them point to and read the answers in the story.

Have students reread aloud the story with a partner to build fluency.

Word Play

The Shopping Trip game gives students the opportunity to identify words that have the sound/spellings they learned today—/ɔʊ/ spelled oo, _ue, u_e, _ew, and u.

Shopping Trip

Tell students the class is going on a shopping trip and this time, students should name things that have the /ɔʊ/ sound. For example, students might suggest pool, broom, glue, tool, and so on. Write students’ ideas on the board. Have students identify the spelling for the /ɔʊ/ sound in each word.

Progress Check

Give each student an opportunity to read as many of the blending words as they can in ten seconds. Have students read from left to right and from top to bottom. Note how many words students can read fluently. If any students fall below the class average, have them practice speed drills with a partner. Provide the partners with decodable and sight words for the speed drills.
Before Reading

Selection Vocabulary

Tell students the following vocabulary words all have to do with plants. Write the words on the board, and have students identify any that are familiar to them.

- **seeds** (page 81) *n.* Plural form of seed: The part of a plant that can grow into a new plant.
- **weeds** (page 83) *n.* Plural form of weed: A plant that grows where it is not wanted.
- **beets** (page 83) *n.* Plural form of beet: A vegetable plant with thick round purplish red roots.
- **strawberries** (page 83) *n.* Plural form of strawberry: A sweet red fruit.

Have students blend the words seeds, weeds, and beets. Give them the pronunciation for the word strawberries if they do not recognize it. Then have students tell what each word means. Follow up by reading the definition for each word to students.

Reading and Understanding

Reviewing Comprehension Strategies

Remind students good readers summarize as they read. This helps them remember the important parts of a selection. Good readers also monitor their reading and clarify anything they do not understand.
Rereading the Selection

“Helping Each Other”

As a class, have students take turns rereading aloud the selection one paragraph at a time. During this reading, stop occasionally and ask students to use the strategies Summarizing and Monitoring and Clarifying. Ask students How did you summarize the selection? How did you clarify what you did not understand?

Comprehension Skill: Drawing Conclusions

Remind students they can draw conclusions about what they read. The conclusions are not stated in the story or selection, but the author has given enough information so that the reader can figure out what information is not actually stated. Use the following samples from the selection to illustrate drawing conclusions:

► After reading page 78, the author thinks that cleaning your room is a way to help your family, but she doesn’t come out and say it. How do you think cleaning your room helps your family? (It helps my family because it saves other family members’ time. It also makes the house nicer for other people in my family.)

► On page 82, the author states that it’s fun to watch the new plants grow. She doesn’t say everything that is needed to make a plant grow. What does the author think you already know about how plants grow? (Plants need water and sun to grow. You also probably will not see new growth every day. Over time, you will notice the change.)

For additional practice with the skill Drawing Conclusions, use the graphic organizer on Teacher’s Resource Guide page 116.

Progress Check

Ask each student a question about the selection that involves drawing a conclusion. The conclusion should be relatively obvious so students are likely to answer it correctly. Prompt students if they cannot answer the question immediately. Note the ease with which students answer the questions.
Reviewing Selection Vocabulary

Write the vocabulary words for “Helping Each Other” on the board. (seeds, weeds, beets, and strawberries) Ask students questions about the words, and encourage them to answer in complete sentences. For example: Have you ever eaten beets? Do you think pulling weeds would be hard work? What do strawberries taste like? What can happen when you plant seeds?

Help students begin Teacher’s Resource Guide page 40. Students can complete the page independently during Workshop.

Home Connection

Distribute copies of Take-Home Story “A Visit to the Park” to students. Prepare students for reading the story by preteaching sight words and problematic vocabulary words. Suggestions include the sight words there, are, many, some, they, and out, and the vocabulary words camping, playground, fetch, cooler, and fruit.

Revising

Tell students to take out their family stories. Have them revise and edit their sentences. Have them use the checklist on Teacher’s Resource Guide page 122 as a guide. Encourage students to add describing words. Have them make sure their writing flows by combining sentences and varying the lengths of sentences.

Have students check their revised work for punctuation, capitalization, and spelling errors. When they are finished, have them copy their stories onto a clean sheet of paper. Mount the paper on construction paper and have them check at home for pictures that illustrate their story.

Conferencing

Meet with students to offer help with revising. Help them add variety to their writing by varying the length of sentences. Also make sure they are not including extra information that does not belong in the story. Help them correct spelling, punctuation, and capitalization errors.
Assign students workshop activities based on your observations and assessment results.

**Teacher-Led Activities**

- If necessary, finish administering the oral fluency assessment found in the *Assessment Guide*.
- Work with students who are having difficulty with today’s sound/spellings. Use the *Sound/Spelling Cards* and *Teacher’s Resource Guide* page 39 to review.
- Reread the decodable story on *Teacher’s Resource Guide* page 60 with students who need additional reading practice.

**Independent Student Activities**

Have students

- choose a partner and read the decodable story on *Teacher’s Resource Guide* page 60 for fluency practice.
- use *Activity Cards* Cards 24 and 25 for additional practice with the /oʊ/ sound and vocabulary words in the selection. (Read the instructions to students ahead of time.)
- finish revising their family stories.

**Unit Assessment**

At the conclusion of the lesson, have students complete Unit 5: Letters and Sounds, Word Recognition, and Word Meaning. The lesson assessments can be found in the *Assessment Guide*. 