Introducing the Unit

By now your students know all about losing a tooth or two. They will be able to relate to the story “Juan’s Tooth” and learn a little bit about the curiosity of parrots at the same time. Students can continue to discover fascinating facts about these talking birds as they read “Parrots.”

Tell students that in this unit they will be reading and talking about a boy who loses his tooth and is helped by his pet parrot in an unusual way.

Ask students to tell you how they think a pet parrot might help find a lost tooth.

EL Connection

Invite English Learners, especially those who come from countries with hot, tropical climates where most parrots live, to share what they know about these birds. Depending on their level of English proficiency, students can present the information orally, in writing, or through drawings.

Assessment

During the first unit, the primary goal of both formal and informal assessment is to gain an understanding of each student's literacy status. Try to obtain as much information as you can about each student’s reading skills. This information will allow you to plan instruction for each student and will help you establish benchmarks against which you can monitor student progress.

An oral fluency passage is provided in the Assessment Guide for each unit. Use the Unit 1 Oral Fluency Student Prompt during Lesson 1 Workshop to evaluate students’ fluency rate and accuracy. Then administer the same Oral Fluency Student Prompt during Lesson 5 Unit Assessment. Using repeated assessments based on the same fluency passage is a good way to determine whether students’ fluency is increasing and instruction has been effective. The fluency assessment for Unit 1 should be repeated periodically throughout the program in conjunction with the weekly oral fluency assessments.
### Before Reading

**What I Know**

Selection Vocabulary: watched, shouted, flew, noticed, instead

### Reading and Understanding

**Reading the Selection:** “Juan’s Tooth”

**Comprehension Strategies:** Asking Questions

**Discussing the Selection:** “Juan’s Tooth”

### After Reading

**Progress Check**

**Reviewing Selection Vocabulary**

### Focusing on Writing

**Writing:** Animal Dictionary

### Workshop

Teacher-Led Activities

Independent Student Activities

---

### Selection Vocabulary:

wigged, squawked, stamped, screeched

### Reviewing Comprehension Strategies:

Asking Questions

Summarizing

### Rereading the Selection:

“Juan’s Tooth”

### Comprehension Skill:

Sequence

Reviewing Selection Vocabulary

Progress Check

Home Connection

### Planning:

Animal Dictionary

Conferencing

Teacher-Led Activities

Independent Student Activities

---

### What I Know

Selection Vocabulary:

wild, copy, owners, mash, handle

### Reading the Selection:

“Parrots”

**Comprehension Strategies:** Asking Questions

**Discussing the Selection:** “Parrots”

### Writing:

Animal Dictionary

Conferencing

Teacher-Led Activities

Independent Student Activities

---

### Selection Vocabulary:

mighty, thick, muscular, clumsy, excellent

### Reviewing Comprehension Strategies:

Asking Questions

Summarizing

### Rereading the Selection:

“Parrots”

### Comprehension Skill:

Compare and Contrast

Reviewing Selection Vocabulary

Progress Check

Home Connection

### Revising:

Animal Dictionary

Conferencing

Teacher-Led Activities

Independent Student Activities

---

### Comparing the Selections

“Juan’s Tooth” and “Parrots”

### Extending Your Adventure

What if?

What would you do?

What did you discover?

### Focusing on Writing

Presenting:

Animal Dictionary

### Unit Assessment

**LESSON 4**

Letters and Sounds

Word Recognition

Word Meaning

**LESSON 5**

Comprehension

Oral Fluency

---

SAMPLE ONLY

© Copyright SRA/McGraw-Hill. All rights reserved.
UNIT 1
Lesson Planner

Materials

- **Sound/Spelling Cards**
  4—Dinosaur, 9—Pig, 12—Lion, 14—Nose, and 16—Popcorn
- **Student Reader**, pp. 1–8
- **Activity Cards** Cards 1–2
- **Assessment Guide**, Unit 1

Objectives

Students will

- blend words with /p/ spelled p; /i/ spelled i; /n/ spelled n; /l/ spelled l and ll; and /d/ spelled d.
- understand the selection vocabulary.
- understand and use the comprehension skill Sequence.
- reread “Juan’s Tooth.”
- plan pages for an animal dictionary.

LESSON 2 ➤ Pacing

**Getting Ready to Read**
- Phonics
- Building Fluency
- Progress Check
- Word Play

**Before Reading**
- Selection Vocabulary

**Reading and Understanding**
- Reviewing Comprehension Strategies
- Rereading the Selection

**After Reading**
- Comprehension Skill: Sequence
- Reviewing Selection Vocabulary
- Progress Check
- Home Connection

**Focusing on Writing**
- Planning
- Conferencing

**Workshop**
- Teacher-Led Activities
- Independent Student Activities

SAMPLE ONLY
© Copyright SRA/McGraw-Hill. All rights reserved.
Phonics

/i/ spelled i
/p/ spelled p
/n/ spelled n
/l/ spelled l and ll
/d/ spelled d

Introducing the Sound/Spelling Cards

Begin by discussing the Sound/Spelling Cards. Remind students that the vowels on the cards are red, and the consonants are black. Also remind students that short vowels appear on green backgrounds, and long vowels appear on yellow backgrounds.

The following is a suggested procedure for reviewing the day’s cards: Begin with short i (Card 9). Point to the card, and have students share what they know about the card. They can tell i is a short vowel because the letter is red and it has a green background. The sound short i makes is /i/. It is the sound heard in the middle of the word pig.

Repeat this procedure for the remaining Sound/Spelling Cards in this lesson.

Blending

The words in the following lines provide practice with the day’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 first word in Line 1 sound by sound using the following procedure: Write the first spelling, p, and have students give the sound. Write the next spelling, i, and have students give the sound. Then have students blend the two sounds: /pi/. Finally write the last spelling, n, and have students give the sound. Then have students blend the /pi/ and /n/ sounds to produce the word pin. Continue this procedure for each word in the word lines.

Blend the words in Sentences 1 and 2 sound by sound as well. Provide students with the pronunciation of the underlined words. These words are sight words or words containing sound/spellings not yet introduced. When all the words in each sentence have been blended, have students read the entire sentence naturally.

You will need the following Sound/Spelling Cards for blending the words: 4—Dinosaur, 9—Pig, 12—Lion, 14—Nose, and 16—Popcorn.

Teacher Tip

See the appendix for a more detailed description of the Sound/Spelling Cards and the procedure for introducing and using them.

EL Tip

Help English Learners understand the blending words and sentences by using pictures or drawings whenever possible.
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 signal nothing when they do not hear the sound. Some words you might say are as follows:

\[
\begin{align*}
/i/ & \quad \text{hid} \quad \text{pen} \quad \text{dill} \quad \text{trim} \\
/p/ & \quad \text{pig} \quad \text{grape} \quad \text{pan} \quad \text{big} \\
/n/ & \quad \text{night} \quad \text{nap} \quad \text{sun} \quad \text{Sam} \\
/l/ & \quad \text{sill} \quad \text{sew} \quad \text{land} \quad \text{like} \\
/d/ & \quad \text{said} \quad \text{day} \quad \text{got} \quad \text{did}
\end{align*}
\]

Written Practice

Work with students to begin Teacher’s Resource Guide page 3. Students can complete the page during Workshop.

Building Fluency

Decodable Story: Unit 1, Story 1

- This story reviews the sound/spellings /s/ spelled s and ss; /m/ spelled m; /a/ spelled a; /t/ spelled t; /h/ spelled h_; /i/ spelled i; /p/ spelled p; /n/ spelled n; /l/ spelled l and ll; and /d/ spelled d.

- Call on volunteers to read each paragraph aloud.

- For those students who need help, divide sentences according to natural phrases. Mark these phrases with diagonal slash marks on students’ worksheets.

- After students have read the story aloud, ask them questions, and have them point to and read the answers in the story.

- Have students reread the story aloud with a partner.
Progress Check

As volunteers read the paragraphs of a decodable story aloud, note how well they group words into meaningful phrases. Students may decode individual words accurately, but if they cannot recognize meaningful phrases, they will have difficulty understanding what they read.

Word-Play

The Fish for Sounds game gives students the opportunity to form words with the sound/spellings you have introduced.

Fish for Sounds

Place the Sound/Spelling Cards for the two vowels students have learned (Cards 1 and 9) in an envelope or container. Place the consonant cards (Cards 4, 8, 12–14, 16, and 19–20) in another container.

Have students take turns fishing for one card from each container. Each student should say the sound on each card and then say a word that contains each sound, or say a word containing both sounds. Write the words on the board as students say them.

Assessment Tip

If students are having difficulty grouping words into meaningful phrases, circulate among the student pairs during partner reading to offer help.
Selection Vocabulary

Explain to students that using descriptive words in writing adds to the meaning of stories. Write the following sentence from the story on the board: Juan stomped into the kitchen and sat at the table. Read the sentence aloud. Now read the sentence again, substituting walked for stomped. Elicit from students the difference in the sentences.

The following words describe action in the story. Write the words on the board, read them aloud, and have students suggest their meanings.

- **wiggled** (page 1) v. Past tense of wiggle: To move and twist back and forth.
- **squawked** (page 1) v. Past tense of squawk: To make a loud, unpleasant cry or scream.
- **stomped** (page 2) v. Past tense of stomp: To step loudly.
- **screeched** (page 5) v. Past tense of screech: To make a shrill, harsh cry or sound.

Reviewing Comprehension Strategies

Remind students that they should ask questions as they read a story. Finding the answers to these questions will help them understand what they are reading. Explain that when students summarize, they think of the most important parts of the story.
Rereading the Selection
“Juan’s Tooth”

As a class have students take turns rereading the selection aloud one paragraph at a time. During this reading, stop occasionally, and ask students to use the strategies Asking Questions and Summarizing. Ask students, What questions did you ask as you read? How would you summarize the story?

Comprehension Skill: Sequence

Ask students whether they know the meaning of the term sequence. If necessary, explain that sequence is the order of events in a story. Writers often use signal words called time-and-order words to help readers understand what happened first, next, and last in a story. Words such as first, then, and finally show order, and words such as now, once, tomorrow, and morning show time. Use the following samples from the selection to illustrate sequence:

► On page 2 we read, “First he bit into a plum. Nothing happened. Then he bit into a peach.” Because of the words first and then, we know Juan bit into a plum before trying the peach. Look at the first sentence on page 3. What word lets us know that Juan bit the apple last? (Finally)

► This selection also includes the following time-and-order words and phrases:

* Just as he started; for the third time (page 3, paragraph 1)
* about to (pages 4 and 7)
* then; until (page 6)

For additional practice with sequence, complete the graphic organizer on Teacher’s Resource Guide page 121 as a class.
Reviewing Selection Vocabulary
Give each student two index cards. Have students write Juan on one card and Penny on the other. Then tell students you will call out vocabulary words from “Juan’s Tooth” that are actions. If Juan performed the action in the story, students should hold up the “Juan” card. If Penny performed the action, students should hold up the “Penny” card. Discuss the meanings of the words.

Work with students to begin Teacher’s Resource Guide page 4. Students can complete the page independently during Workshop.

Progress Check
Have students describe some of the things they did yesterday in the order they occurred. Observe how well students can order events and use sequence words. Pay special attention to English Learners because sequence words can be a challenge for them.

Home Connection
Distribute copies of the Home Connection letter and Take-Home Story “Gone Fishing” in the Teacher’s Resource Guide to students. Prepare students for reading the story by preteaching sight words and problematic vocabulary words. You might preteach the sight words very, first, kind, and now and the vocabulary words squiggly, interrupted, chuckled, creature, and reeled.

10 min. Focusing on Writing
Planning
Tell students the class will be creating an animal dictionary. First divide students into pairs or groups of three. Then assign each group two or three letters from the alphabet. Have students brainstorm various animals whose names begin with those letters. For the letter x, let the students choose an animal with an x in its name, such as an ox or a fox. Next have students list details about the animals. These details might include appearance, habitat, or favorite foods. When students have completed their lists, collect them for tomorrow’s lesson.
Conferencing

As students are planning their dictionary pages, spend a few moments with each group. Discuss their choice of animals, how they might gather more information, and how to organize what they find.

Workshop

Assign students workshop activities based on your observations and assessment results.

Teacher-Led Activities

- If necessary, finish administering oral fluency assessments.
- Work with students who are having difficulty with today’s sound/spellings. Use the Sound/Spelling Cards and Teacher’s Resource Guide page 3 to review the sound/spellings.
- Reread the decodable story on Teacher’s Resource Guide page 51 with students who are having difficulty reading.

Independent Student Activities

Have students

- partner read the decodable story on Teacher’s Resource Guide page 51 for fluency practice.
- continue planning their pages for the animal dictionary.
- use Activity Cards Cards 1–2 for additional practice with the selection vocabulary and sequence. (Read the instructions to students. Students can complete these activities individually or in small groups.)