Unit 1 • Overview

Introducing the Unit

Sounds that animals make are fascinating to people of all ages. Everyone has heard singing crickets, barking dogs, and meowing cats, but how many children can tell you the sound that a lizard makes? The selections in this unit, “Barking Lizards” and “Nighttime Music in a New World,” give students the opportunity to experience new melodies in the animal kingdom.

Tell students that in this unit they will be reading about lizards. Ask them to name some different kinds of lizards that they have seen at the zoo or in books.

Ask the students to tell you how they think lizards might communicate.

EL Connection

Lizards are common throughout Asia, where some English Learners may be from. Have students draw pictures and describe the different kinds of lizards they have seen in their home countries. Encourage them to imitate any sounds they have heard the animals make.

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 attain 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.
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Unit Assessment

LESSON 4
- Word Study
- Word Recognition
- Word Meaning

LESSON 5
- Fluency
- Comprehension
**Materials**

- **Sound/Spelling Cards** 12—Lion, 13—Monkey, 14—Nose, 15—Fox, 16—Popcorn, 17—Quacking duck, 18—Robot, 19—Sausages, 20—Timer, 21—Tug, 22—Vacuum, 23—Washer, 24—Exit, 25—Yak, and 26—Zipper
- **Student Reader**, pp. 1–8
- **Teacher’s Resource Guide**, pp. 3–4, 49, 51, 63-66, and 118
- **Activity Cards** Card 2
- **Assessment Guide**, Unit 1

**Objectives**

Students will

- blend words with /l/ spelled l; /m/ spelled m; /n/ spelled n; /o/ spelled o; /p/ spelled p; /kw/ spelled qu; /r/ spelled r; /s/ spelled s; /t/ spelled t; /u/ spelled u; /v/ spelled v; /w/ spelled w; /ks/ spelled k; /y/ spelled y; and /z/ spelled z.
- understand selection vocabulary.
- understand and use **Main Idea and Details**.
- reread “Barking Lizards: Tokay Geckos of Southeast Asia.”

**LESSON 2 ▶ Pacing**

**Getting Ready to Read** 20 min.

- Phonics
- Building Fluency
- Word Play
- Progress Check

**Before Reading** 10 min.

- Selection Vocabulary

**Reading and Understanding** 30 min.

- Reviewing Comprehension Strategies
- Rereading the Selection

**After Reading** 20 min.

- Comprehension Skill: Main Idea and Details
- Reviewing Vocabulary
- Progress Check
- Home Connection

**Focusing on Writing** 10 min.

- Planning
- Conferencing

**Workshop** 30 min.

- Teacher-Led Activities
- Independent Student Activities

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Getting Ready to Read

Phonics

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Blending

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

► Begin by discussing the Sound/Spelling Cards. Use the procedure from Lesson 1, page 5.

► If students are having trouble blending, begin by blending words sound by sound. Write the first spelling, /l/, and have students give the sound. Write the next spelling, /o/, and have students give the sound. Then have students blend the two sounds together: /lo/. Finally, write the last spelling, /t/, and have students give the sound. Then have students blend the /lo/ and the /t/ to produce the word lot. Continue this way for each word on the first line.

► Begin the second line by conducting whole-word blending. Write the word on the board. Have students say the sound as you point to each spelling. Then have students pronounce the word naturally—it is important for them to realize that blending sounds results in a word.

► Write Sentence 1 on the board. Provide students with the pronunciation of the underlined sight words. Have students read Sentence 1, pronouncing the words naturally. Repeat this procedure for Sentences 2 and 3.

► Be sure to discuss the meanings of any unfamiliar words.

You will need the following Sound/Spelling Cards for blending the words: 12—Lion, 13—Monkey, 14—Nose, 15—Fox, 16—Popcorn, 17—Quacking Duck, 18—Robot, 19—Sausages, 20—Timer, 21—Tug, 22—Vacuum, 23—Washer, 24—Exit, 25—Yak, and 26—Zipper.

EL Tip
The /z/ sound does not occur in Spanish or in many Asian languages. Have students practice saying word pairs that contrast the known /s/ sound with the unknown /z/ sound. (sip/zip, bus/buzz, hiss/his)
**Teacher Tip**

If students are having difficulty hearing the individual sounds in words, see the appendix for Phonemic Awareness activities that will help them distinguish individual sounds.

**Teacher Tip**

When writing sound/spellings with blanks, like qu_ , be sure to write the blank and tell your students what the blank means. (A letter must go there.)

**EL Tip**

The /kw/ sound exists in Spanish but is represented by the letters cu rather than qu as in English. Provide native Spanish speakers with extra practice associating the letters qu with the English /kw/ sound.

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**Line 1:**
- lot
- fox
- top
- mop

**Line 2:**
- run
- sun
- sum
- yum

**Line 3:**
- win
- pin
- it
- quit

**Line 4:**
- zip
- rip
- cut
- not

**Sentence 1:** Ron can run up to the top.

**Sentence 2:** Did Bud win a pin?

**Sentence 3:** Kim did not quit.

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**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:

- /o/:
  - mat
  - lot
  - bat
  - mop

- /u/:
  - bun
  - pet
  - cut
  - rip

- /kw/:
  - quill
  - quit
  - kite
  - quite

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**Written Practice**

As a class complete items 1 and 6 on *Teacher's Resource Guide* page 3. Students can complete the remainder of the worksheet during Workshop.

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**Building Fluency**

**Decodable Story: Unit 1, Story 1**

- This story reviews the sound/spellings from Lessons 1 and 2.

- 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.
The Change-a-Word Game reviews vowel sounds /u/ and /o/, and consonant sounds from lesson 2.

**The Change-a-Word Game**

- Write a word on the board. Have a student go to the board and add a letter, remove a letter, or change a letter in order to produce a new word. For example, for the word _son_ a student could add a letter (_sons_), remove a letter (_so_), or change a letter (_sun_). The student should then read the new word aloud.

- Have the next student change the new word (_sun_, for example) by adding a letter (_stun_), or changing a letter (_fun_). The student should then read the new word. Continue this game as long as students can continue to make a new word.

Some words result in more possibilities than others. Begin with the words listed below, or have a student propose the first word.

- grip
- bond
- salt
- run
- card

**Progress Check**

Give each student several chances to read and explain the meaning of his or her new words. Note how well students decode the new words and derive their meanings. It will be helpful to English Learners in Workshop to review words whose meanings change significantly, such as _son_ to _so_, or subtly, like _son_ to _sons_.

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Selection Vocabulary

Explain to students that using descriptive words in writing adds details for the reader. Write the following descriptive words from the selection on the board, read them aloud, and have students suggest their meanings.

**attract** (page 2) v. To get the attention or interest of.

**cling** (page 4) v. To stick closely.

**large** (page 5) adj. Big in size or amount.

**pesky** (page 7) adj. Causing trouble.

**protect** (page 4) v. To shield from harm; keep safe.

Write the following sentence from the story on the board and read it aloud: *They eat pesky insects.* Now read the sentence again substituting *bad* for *pesky.* Elicit from students the difference in the sentences.

Teacher Tip

Remind students you have introduced /l/ spelled *l* and /p/ spelled *p,* and *large* and *pesky* contain these sound/spellings.
Reviewing Comprehension Strategies

Remind students that **Asking Questions** is when good readers ask questions that may prepare them for what they will learn in a selection. **Visualizing** is when readers form pictures in their minds that help them understand descriptions and actions.

Rereading the Selection

**“Barking Lizards: Tokay Geckos of Southeast Asia”**

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 **Visualizing**. Ask students, **What questions did they ask as they read? What did they visualize as they were reading?**

Comprehension Skill: Main Idea and Details

Explain to students that good readers look for the main, or most important, ideas as they read. Sometimes a main idea will be identical to a sentence from the paragraph, and other times readers will have to use their own words. Good readers also look for details that clarify or give more information about the main ideas. Use the following samples from the selection to illustrate main idea and details.

- **On page 4 we read, “A Tokay has other ways to protect itself.” This is the main idea of the paragraph. What are some of the details that support this main idea?** (Tokay geckos have special toes that help them run fast and climb walls.)

- **What is the main idea of this whole selection?** This story is about a kind of lizard that makes an unusual sound.

For additional practice with main idea and details, complete the graphic organizer on **Teacher’s Resource Guide** page 118 as a class.
Reviewing Selection Vocabulary

Write the vocabulary words for “Barking Lizards” on the board. Have students make sentences that include two of the vocabulary words. Work with students to begin Teacher’s Resource Guide page 4. Students can complete the page independently during Workshop.

Progress Check

Assign a paragraph from the selection to each student. Ask students to identify the main idea of their assigned paragraph. Note how well students can differentiate the main idea, a summary, and details. These text aspects are important for standards-based assessment.

Home Connection

Distribute copies of the Home Connection letter and Take-Home Story “All About Sheep” 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 a, are, the, and is and the vocabulary words pasture, automatic, range, and wrinkle.

Focusing on Writing

Planning

Have each student choose an animal and write down some details about the animal. (What does it look like, sound like, feel like, etc.) Have students save these notes for the next lesson.

Tell students they will be writing a four-line rhyming poem, or a quatrain, about an animal. Explain that in quatrains, lines one and three rhyme, and lines two and four rhyme; or only lines two and four rhyme. The poem is set up as follows:

A  A
B  or  B
A  C
B  B

Teacher Tip

You should provide students with examples of quatrains.

Assessment Tip

Help students who are having difficulty with main idea, summary, and details in Workshop.

EL Tip

English Learners may have difficulty generating rhyming words. Help them brainstorm rhyming words, pointing out shared letter patterns that create the rhymes, such as -ong in long, song, and strong.
As students are planning their poems, spend a few moments with each student. Discuss his or her possible subjects and the form of poetry the student might use.

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

**Teacher-Led Activities**
- If necessary, finish the 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
- complete Teacher’s Resource Guide pages 3–4 and 118.
- partner read the decodable story on Teacher’s Resource Guide page 51 for fluency practice.
- continue planning their animal quatrains.
- use Activity Cards Card 2 for additional practice with the selection vocabulary. (Read the instructions to students. Students can complete these activities individually or in small groups.)