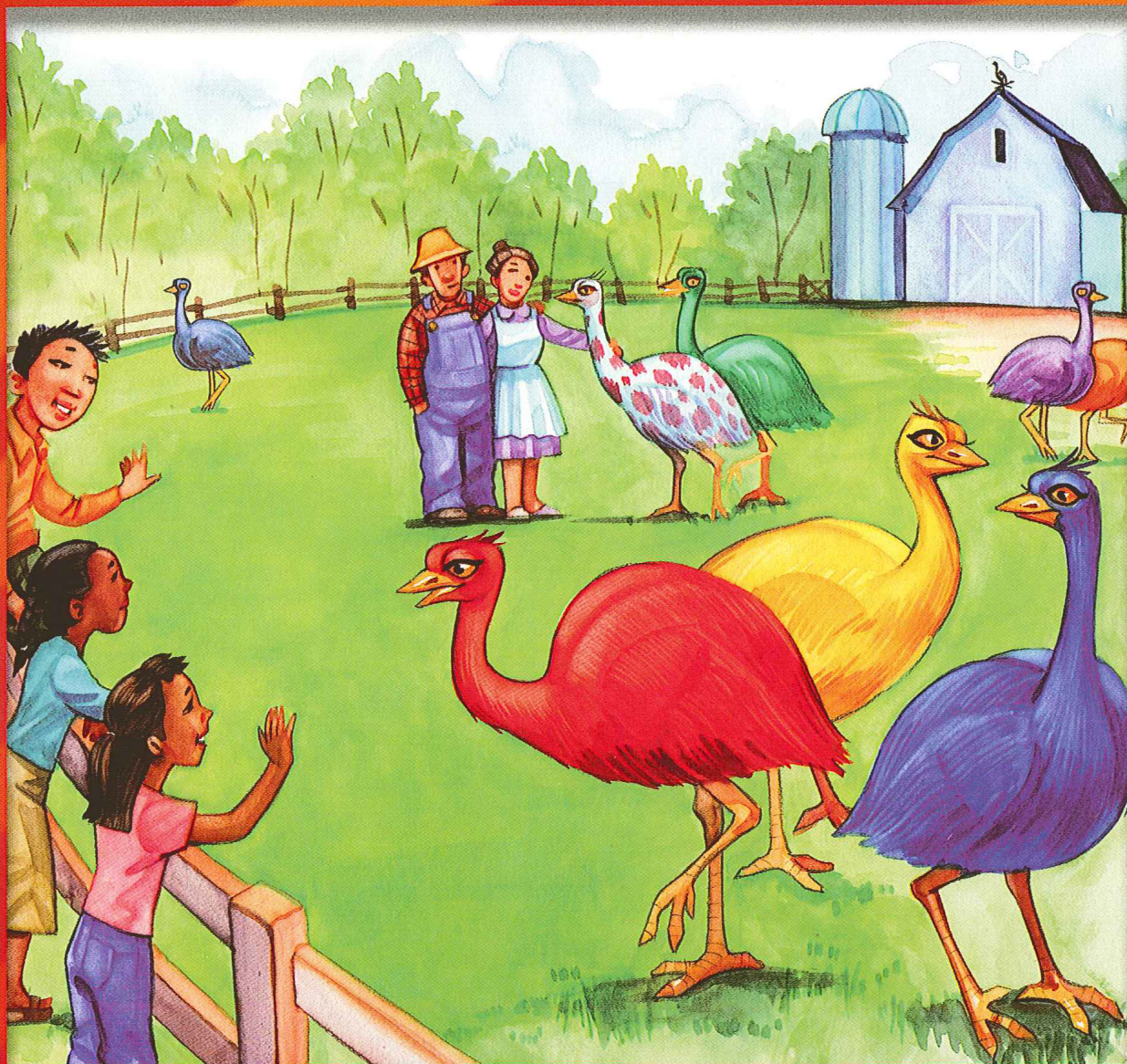


What Do You See?



Teacher's Guide

Unit 2



What Do You See?

Teacher's Guide

Read Well 1 • Unit 2

Ee

E says /eee/.
Continuous Sound
Voiced



ee

ee says /eeee/.
Continuous Sound
Voiced



GETTING STARTED

If you are a first grade teacher, you may wish to teach Units 1–2 to the whole class while students are assessed for placement in small groups.

Critical Foundations in Primary Reading

Marilyn Sprick, Lisa Howard, Ann Fidanque, Shelley V. Jones

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Table of Contents

Unit 2

What Do You See?

Read Well / Sequence and Sound Pronunciation Guide iv

Introduction 1

New and Important Objectives 2

Daily Lesson Planning 4

Materials and Materials Preparation 6

Important Tips

Phonemic Awareness—Stretch and Shrink 8

First Two-Sound Blending 9

Language Priming—Sad and Mad 10

How to Teach the Lessons

Decoding Practice 1 12

Storybook Introduction 14

Warm-Up 16

Introduction 18

Story 1, Duet 20

Skill Work Activity 1 25

Decoding Practice 2 26

Story 2, Duet 28

Comprehension Work Activity 2 33

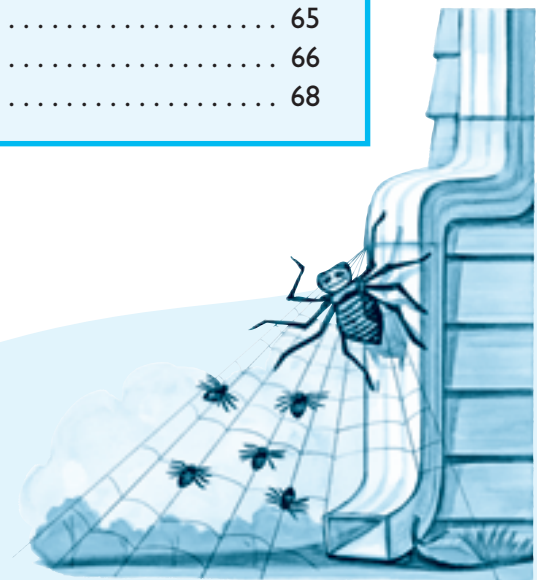


How to Teach the Lessons *(continued)*

Decoding Practice 3	34
Story 3, Solo	36
Story Summary	39
Skill Work Activity 3	41
Decoding Practice 4	42
Story 4, Duet	44
Skill Work Activity 4	49
Story 5, Solo	50
Skill Work Activity 5	53

End of the Unit

Making Decisions—Small Group	55
Unit 2 Decoding Assessment	56
Certificate of Achievement and Goal Setting	57
Extra Practice 1	58
Extra Practice 1 Blackline Master	59
Extra Practice Activity 1 Blackline Masters	60
Extra Practice 2	62
Extra Practice 2 Blackline Master	63
Extra Practice Activity 2 Blackline Master	64
Extra Practice 3, 4	65
Extra Practice Activity 3 Blackline Masters	66
Extra Practice Activity 4 Blackline Master	68



READ WELL I SEQUENCE AND SOUND PRONUNCIATION GUIDE

I Voiced (Word) Unit A	Mm /mmm/ Monkey Continuous Voiced Unit B	Ss /sss/ Snake Continuous Unvoiced Unit 1	Ee /eee/ Emu Continuous Voiced (Long) Unit 2	ee /eeee/ Bee Continuous Voiced (Long) Unit 2	Mm /mmm/ Monkey Continuous Voiced Unit 3
Aa /aaa/ Ant Continuous Voiced (Short) Unit 4	Dd /d/ Dinosaur Quick Voiced (not duh) Unit 5	th /ththth/ the Continuous Voiced Unit 6	Nn /nnn/ Nest Continuous Voiced Unit 7	Tt /t/ Turkey Quick Unvoiced (not tuh) Unit 8	Ww /www/ Wind Continuous Voiced (woo) Unit 9
Ii /iii/ Insects Continuous Voiced (Short) Unit 10	Th /Ththth/ The Continuous Voiced Unit 10	Hh /h/ Hippo Quick Unvoiced (not huh) Unit 11	Cc /c/ Cat Quick Unvoiced (not cuh) Unit 12	Rr /rrr/ Rabbit Continuous Voiced Unit 13	ea /eaeaa/ Eagle Continuous Voiced (Long) Unit 13
Sh/sh /shshsh/ Sheep Continuous Unvoiced Unit 14	Kk, -ck /k/ Kangaroo Quick Unvoiced (not kuh) Unit 15	oo /ooo/ Moon Continuous Voiced (Long) Unit 16	ar /ar/ Shark Voiced (R-Controlled) Unit 17	Wh/wh /wh/ Whale Quick Voiced Unit 18	Ee /ëëë/ Engine or Ed Continuous Voiced (Short) Unit 19
-y /yyy/ Fly Continuous Voiced (Long) Unit 20	Ll /lll/ Letter Continuous Voiced Unit 21	Oo /ooo/ Otter Continuous Voiced (Short) Unit 22	Bb /b/ Bat Quick Voiced (not buh) Unit 23	all /all/ Ball Voiced Unit 23	Gg /g/ Gorilla Quick Voiced (not guh) Unit 24
Ff /fff/ Frog Continuous Unvoiced Unit 25	Uu /uuu/ Umbrella Continuous Voiced (Short) Unit 26	er /er/ Sister Voiced (R-Controlled) Unit 27	oo /oo/ Book Voiced (Short) Unit 27	Yy /y-/ Yarn Quick Voiced Unit 28	Aa /a/ Ago Voiced (Schwa) Unit 28
Pp /p/ Pig Quick Unvoiced (not puh) Unit 29	ay /ay/ Hay Voiced Unit 29	Vv /vvv/ Volcano Continuous Voiced Unit 30	Qu/qu /qu/ Quake Quick Unvoiced Unit 31	Jj /j/ Jaguar Quick Voiced (not juh) Unit 32	Xx /ksss/ Fox Continuous Unvoiced Unit 33
or /or/ Horn Voiced (R-Controlled) Unit 33	Zz /zzz/ Zebra Continuous Voiced Unit 34	a_e /a_e/ Cake Bossy E Voiced (Long) Unit 34	-y /y/ Baby Voiced Unit 35	i_e /i_e/ Kite Bossy E Voiced (Long) Unit 35	ou /ou/ Cloud Voiced Unit 36
ow /ow/ Cow Voiced Unit 36	Ch/ch /ch/ Chicken Quick Unvoiced Unit 37	ai /ai/ Rain Voiced (Long) Unit 37	igh /igh/ Flight Voiced (Long) Unit 38	o_e /o_e/ Bone Bossy E Voiced (Long) Unit 38	ir /ir/ Bird Voiced (R-Controlled) Unit 38

Introduction

What Do You See?



Story Notes

Learn facts about emus and then read to find out what the emu, the farmer, and your students see. Four engaging stories present multiple opportunities for reading the phrase “I see.”

Units 1, 2, and 3 all relate to the senses. In Unit 1, children learn about how a snake sees, hears, and smells. In Unit 2, we ask, “What do you see?” In Unit 3, children read their own rendition of the “Blind Man and the Elephant” when three blind monkeys wonder what they hear, smell, and feel.

Recommended Read Aloud

For reading outside of small group instruction

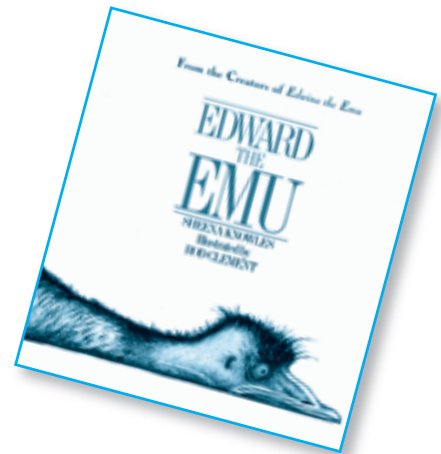
Edward the Emu by Sheena Knowles

Fiction • Narrative

Edward finds that being an emu is a bit of a bore, so he decides it would be nice to be a seal, a lion, and even a snake. Glorious illustrations generate giggles as children view the silly emu dripping wet, hanging out in a tree, and coiled with a snake.

Read Well Connection

Students read about another silly emu in “What Do You See, Emu?” Then they follow the journey of a farmer who can’t find any plain, old, brownish-black emus.



NOTE FROM THE AUTHORS

WE CAN READ!

In this unit, children read their first Solo Stories. These stories are composed only of sounds the children can read.

When children finish reading Story 3, congratulate them!

Do you know how to read? (Yes)

Tell me what you can do.

(We can read.)



New and Important Objectives

A Research-Based Reading Program Just Right for Young Children



Oral Language
Phonemic Awareness
Phonics
Fluency
Vocabulary
Comprehension

◆◆ Oral Language SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2., SL.1.3, SL.1.4, SL.1.5, SL.1.6

Language patterns can be found in Stretch and Shrink, Smooth and Bumpy Blending, Sounding Out Smoothly, and Dictation. Continue practice throughout the day. Prompt students who would benefit from additional oral language practice to use the language patterns during instruction. (See page 10 for a list of the Unit 2 Oral Language Patterns.)



Phonemic Awareness RF.1.2b, RF.1.2c, RF.1.2d

Isolating Beginning, ★ Ending Sounds,
Segmenting, Blending



Phonics

Letter Sounds and Combinations RF.1.3c

★ Ee, ★ ee

Review • Ss

Note: In Unit 2, the long vowel e/ee is introduced. In the absence of research to guide which sounds to teach first, the long vowel e/ee was selected due to the number of words containing the sound in the first 150 words in the American Heritage Word Frequency Book (he, be, we, she, see, me, three), and due to the ease children have in hearing and blending the long e sound (versus the short e sound). The short vowel e is introduced in Unit 19.



Pattern Words RF.1.3b

★ eee, ★ Eee, ★ sss, ★ see, ★ See

Review • Sss

Tricky Words RF.1.3g

Review • /

E says /eee/.
Enormous emu,
/E/, /e/, /eee/.



Continuous Sound

Comprehension

Comprehension Strategies SL.1.2, RI.1.1, RI.1.2, RI.1.3, RI.1.8, RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7

Building Knowledge, Making Connections, ★Priming Background Knowledge, Predicting, Identifying, ★Describing, Demonstrating, Explaining, Inferring, ★Classifying, Summarizing

Story Elements RL.1.2, RL.1.3

Who (Character), Problem, Want (Goal), What (Action), Conclusion

Story Vocabulary RL.1.4, L.1.6

★Emu, ★Fact

Text Structure RL.1.2

Beginning, Middle, End

Genre RF.1.4a

Nonfiction • Expository (Storybook Introduction—Teacher Read Aloud)
Fiction • Narrative
Fiction • Predictable

Lesson RL.1.2

★Look around you. What do you see?

Written Response L.1.2, SL.1.5

Sentence Copying, Sentence Illustration



Fluency RF.1.4a, RF.1.4b

Accuracy



Research Snapshot

PHONEMIC AWARENESS

Phonemic awareness is “the ability to notice, think about, and work with the individual sounds in spoken words.”
(Armbruster, Lehr, & Osborne, 2001, p. 2)

Researchers have found that children who have difficulty learning to read often have difficulties perceiving the individual sounds in spoken words (Adams, 1990; Share, Jorm, Maclean, & Matthews, 1984). Phonemic awareness has been found both to facilitate learning to read (Ehri et al., 2001). *Read Well* includes activities that both implicitly and explicitly teach young children about the sounds in speech. See Stretch and Shrink, Smooth and Bumpy Blending, and Dictation.

Daily Lesson Planning

PACING

Some students will begin the process of learning to read slowly but make rapid progress later. To be at grade level by the end of the year, most first graders will complete Unit 2 by the end of the second week of school. Groups that are working at a slower pace may require more intensive *Read Well* instruction and practice. (See *Getting Started: A Guide to Implementation*.)

WHOLE CLASS INSTRUCTION • FIRST GRADE

If you are providing whole class instruction in Unit 2, follow the 5-Day Plan. You may wish to teach each lesson in short ten- to fifteen-minute chunks across each day.

By Unit 3, students should be placed in small groups.

- Students with minimal skills will place in Unit A or 1. These students will repeat Units 1–2 in their small groups.
- Students with solid entry-level skills will often begin with Units 3–4 or higher—skipping a small group review of Units 1–2.
- Students who have been in *Read Well* Kindergarten will often begin at Units 10–21. (Occasionally, students will place as high as Unit 30.)

SMALL GROUP INSTRUCTION • FIRST GRADE AND REMEDIAL SECOND AND THIRD GRADE

- If your small group receives instruction in Unit 2, assess each student upon completion of this unit and proceed to Unit 3 as soon as mastery is achieved.

SAMPLE LESSON PLANS

The sample lesson plans illustrate how materials can be used for students with different learning needs. Each lesson plan is designed to provide daily decoding practice and story reading.

Unit 2 is unique because there are five stories. The Teacher's Guide is laid out as if you were following a 5-day plan. Use the Table of Contents to reference the appropriate sections of the Teacher's Guide as needed.

2-DAY PLAN • Acceleration

Day 1	Day 2
<ul style="list-style-type: none"> • Decoding Practice 1 • Stories 2, 3, and Summary • Skill Work 1* • Comprehension Work 2* • Homework 1, Story 3* 	<ul style="list-style-type: none"> • Decoding Practice 2 • Stories 4 and 5 • Skill Work 3* • Skill Work 4* • Homework 2, Story 5*

In this 2-Day Plan, students skip Story 1 and Decoding Practice 3.

Use the Table of Contents to reference lesson components.

A BASIC RULE (Reminder)

Make adjustments frequently, moving students as quickly as possible without sacrificing mastery.



3-DAY PLAN

Day 1	Day 2	Day 3
<ul style="list-style-type: none"> • Decoding Practice 1 • Introduction and Story 1 • Skill Work 1* 	<ul style="list-style-type: none"> • Decoding Practice 2 • Stories 2, 3, and Summary • Comprehension Work 2* • Skill Work 3* • Homework 1, Story 3* 	<ul style="list-style-type: none"> • Decoding Practice 3 • Stories 4 and 5 • Skill Work 4* • Skill Work 5* • Homework 2, Story 5*

Use the Table of Contents to reference lesson components.

* From *Read Well* Comprehension and Skill Work (workbook), *Read Well* Homework (blackline masters), or Extra Practice in this book.

5-DAY PLAN • Use for Whole Class Instruction		
Day 1 <ul style="list-style-type: none"> • Decoding Practice 1 • Warm-up and Introduction • Skill Work 1* 	Day 2 <ul style="list-style-type: none"> • Review Decoding Practice 1 • Story 1 • Extra Practice Activity 1 or 2 	Day 3 <ul style="list-style-type: none"> • Decoding Practice 2 • Story 2 • Comprehension Work 2*
Day 4 <ul style="list-style-type: none"> • Decoding Practice 3 • Story 3 and Summary • Skill Work 3* • Homework 1, Story 3* 	Day 5 <ul style="list-style-type: none"> • Decoding Practice 4 • Story 4 and 5 • Skill Work 4* or 5* • Homework 2, Story 5* 	

INTERVENTION

See *Getting Started: A Guide to Implementation* for information on how to achieve mastery at a faster pace with students who require eight or more days of instruction.

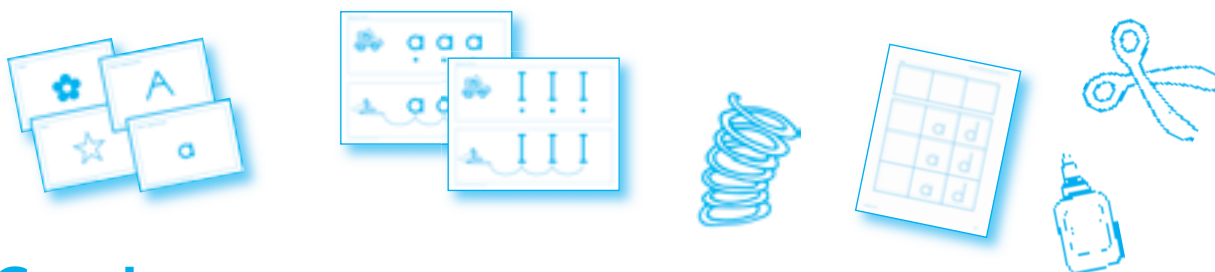


8-DAY PLAN • Intervention			
Day 1 <ul style="list-style-type: none"> • Decoding Practice 1 • Warm-up and Introduction • Skill Work 1* 	Day 2 <ul style="list-style-type: none"> • Review Decoding Practice 1 • Story 1 • Skill Work, Teacher Choice 	Day 3 <ul style="list-style-type: none"> • Decoding Practice 2 • Story 2 • Comprehension Work 2* 	Day 4 <ul style="list-style-type: none"> • Decoding Practice 3 • Story 3 and Summary • Skill Work 3*
Day 5 <ul style="list-style-type: none"> • Decoding Practice 4 • Story 4 • Skill Work 4* • Homework 1, Story 3* 	Day 6 <ul style="list-style-type: none"> • Storybook Decoding Review • Story 5 • Skill Work 5* • Homework 2, Story 5* 	Day 7 <ul style="list-style-type: none"> • Extra Practice 1* • Extra Practice Activity 1* 	Day 8 <ul style="list-style-type: none"> • Extra Practice 2* • Extra Practice Activity 2*

10-DAY PLAN • Intervention				
Day 1 <ul style="list-style-type: none"> • Decoding Practice 1 • Warm-up and Introduction • Skill Work 1* 	Day 2 <ul style="list-style-type: none"> • Review Decoding Practice 1 • Story 1 • Skill Work, Teacher Choice 	Day 3 <ul style="list-style-type: none"> • Decoding Practice 2 • Story 2 • Comprehension Work 2* 	Day 4 <ul style="list-style-type: none"> • Decoding Practice 3 • Story 3 and Summary • Skill Work 3* 	Day 5 <ul style="list-style-type: none"> • Decoding Practice 4 • Story 4 • Skill Work 4* • Homework 1, Story 3*
Day 6 <ul style="list-style-type: none"> • Storybook Decoding Review • Story 5 • Skill Work 5* • Homework 2, Story 5* 	Day 7 <ul style="list-style-type: none"> • Extra Practice 1* • Extra Practice Activity 1* 	Day 8 <ul style="list-style-type: none"> • Extra Practice 2* • Extra Practice Activity 2* 	Day 9 <ul style="list-style-type: none"> • Extra Practice 3 • Storybook Decoding Review • Review Finger Tracks: Unit 2** • Extra Practice Activity 3* 	Day 10 <ul style="list-style-type: none"> • Extra Practice 4 • Review Decoding Practice 4 • Review Solos: Unit 2** • Extra Practice Activity 4*

** Use review stories as listed or substitute with stories from *Read Well K*, Unit 2.

Materials and Materials Preparation



Core Lessons

Teacher Materials

READ WELL MATERIALS

- Unit 2 Teacher's Guide
- Unit 2 Teacher's Storybook
- Sound and Word Cards for Units 1–2
- Smooth and Bumpy Blending Cards 2, 5, 6, 7
- Spring toys (optional for use with Stretch and Shrink)
- Game markers (optional for use with cover-up activities)
- *Assessment Manual* or page 56



Make one copy per student of each blackline master as appropriate for the group.

Student Materials

READ WELL MATERIALS

- Decoding Book 1 for each student
 - Unit 2 Storybook for each student
 - Unit 2 Comprehension and Skill Work for each student (My Activity Book 1)
- Note:* If you are teaching Unit 2 to the whole class, make one copy of each Comprehension and Skill Work Blackline Master per student and one set of overhead transparencies to guide practice. Once students are in small groups, save time spent at the copy machine by using the Comprehension and Skill Work pages in My Activity Books.
- Unit 2 Certificate of Achievement (blackline master page 57)
 - Unit 2 Homework for each student (blackline masters)

See *Getting Started* for suggested homework routines.

SCHOOL SUPPLIES

- Pencils, colors (optional—markers, crayons, or colored pencils)

Extra Practice Lessons

Student Materials

READ WELL MATERIALS

- Unit 2 Extra Practice 1 and 2 for each student (blackline master pages 59 and 63)
- Unit 2 Extra Practice Activities 1, 2, 3, and 4 for each student (blackline master pages 60–61 double-sided; 64; 66–67 single-sided; 68)

SCHOOL SUPPLIES

- Pencils, colors (markers, crayons, or colored pencils), highlighters, scissors, glue
- White boards or paper

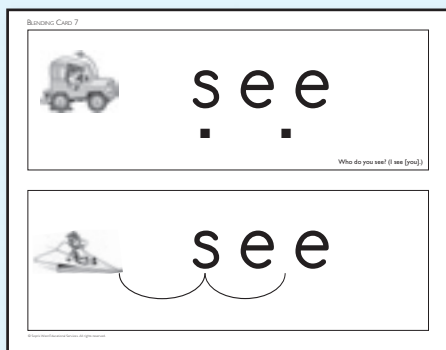
Note: Use these lessons only if needed.

Important Tips

In this section, you will find:

Phonemic Awareness—Stretch and Shrink

Review Stretch and Shrink—a unique *Read Well* activity that primes students for sounding out words. If students are able to smoothly *stretch* a word into its constituent sounds and then *shrink* a word into how it is pronounced, they have a foundation for sounding out words.



★ First Two-Sound Blending

Children learn to blend two sounds into their first real word. A fully scripted lesson is provided on page 9 so you can study, rehearse, and visualize how to teach this skill—prior to working with children.

★ Language Priming—Sad and Mad

Use the information on page 10 to encourage English Language Learners (ELL students) and children with language delays to use the language patterns provided in *Read Well*. Learn how to generalize use of the sentence “Show me a sad face” to other contexts.



Phonemic Awareness

Stretch and Shrink

PURPOSE

Stretch and Shrink is an *oral* task that gets students ready for sounding out written words. These words will appear in written form in later lessons during Smooth Blending.

Scaffolded Instruction

When a word is new, begin with a demonstration, then move to guided practice. Next, repeat with group and individual turns, independent of your voice. As children gain confidence across units, begin with guided or independent practice.

EXAMPLE

me-mmmeee-me

- Demonstrate orally stretching and shrinking “me.”
Then use “me” in an oral language pattern.
Listen to me stretch and shrink the word “me.”
Move your hands apart while stretching the word. /Mmmeee/
Move your hands together. Me
Look at me.
- Guide stretching the word.
Now you try stretching the word “me” with me.
Move your hands apart while stretching the word. /Mmmeee/
- Guide shrinking the word.
Shrink it up with me.
Move your hands together. Me
- Use the word in an oral language pattern.
Look at me.
- Repeat, mixing group and individual turns, independent of your voice.
(Give the spring toy to each student as he or she takes a turn.
Have other children stretch and shrink with their hands.)
Now you try stretching the word “me.” (/Mmmeee/)
Shrink it up. (Me)
Look at me.



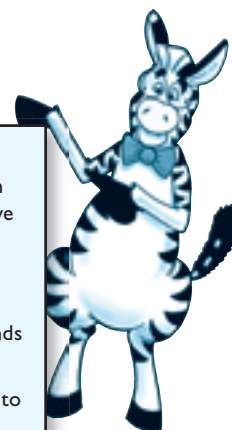
PRACTICE WITH A PARTNER

As you are learning to teach *Read Well*, practice Stretch and Shrink with a partner. Demonstrate, guide, then give your partner opportunities to do Stretch and Shrink without your help.

Listen carefully to your partner. During Stretch and Shrink, is your partner elongating and merging the sounds without pausing?

Have your partner listen carefully to you. Are you able to elongate the sounds without pausing?

Practice makes perfect for both teachers and students!



**NEW SKILL
AND
PROCEDURE**



★ First Two-Sound Blending

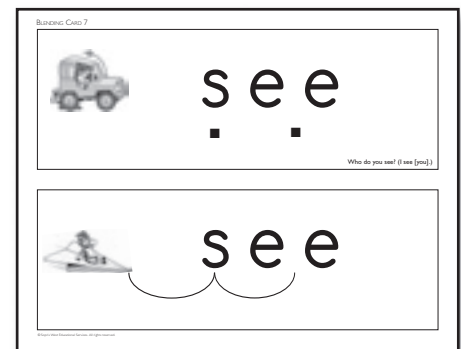
PURPOSE

With Bumpy Blending, children practice segmenting sounds with the visual support of the Blending Card. Bumpy Blending paves the way for Smooth Blending. While students pause between the sounds, they have time to figure out the next sound.

Smooth Blending requires children to quickly recognize letter/sound associations and then to elongate the sounds in one smooth breath. Though difficult for some children, helping all children to mastery is important because Smooth Blending helps children gradually become fluent readers. The slow reading of “I ssseeee the mmmmaannn,” is recognizable as a meaningful sentence. On the other hand, the disconnected sounds produced with Bumpy Blending (segmenting) “I sss eeee the mmm aaa nnn” is very difficult to understand.

BLENDING CARD 7

- Demonstrate Bumpy Blending of *s • ee*.
I'm going to do Bumpy Blending of a new word with Zoe in her jeep.
What's wrong with Zoe's jeep?
(It has a flat tire.)
So, it goes bump . . . bump.
Tap under each letter.
Listen: /s/ • /ee/.
The word is “see.” Who do you see?
(I see [you].)
- Guide Bumpy Blending of *see*.
Everyone, let's do Bumpy Blending together.
Tap under each letter. /s/ • /ee/
Say the word. see
- Repeat with group and individual turns, independent of your voice.
Everyone, your turn. (/s/ • /ee/)
Say the word. (see)
- Demonstrate Smooth Blending of *see*.
I'm going to do Smooth Blending.
Loop to letter s, then to ee. /ssseeee/
The word is “see.”
What do you see? (I see [you].)
- Guide Smooth Blending of *see*.
Let's do Smooth Blending together.
Loop to letter s, then to ee. /ssseeee/
Say the word. See
- Repeat with group and individual turns, independent of your voice.



BUILDING PHONEMIC AWARENESS Individual Turns

To hear whether each child is mastering the ability to blend words smoothly, provide individual turns on a regular basis. Provide one-minute, individualized practice sessions for students having difficulty with Smooth and Bumpy Blending and Stretch and Shrink.

★ Language Priming—Sad and Mad

For English Language Learners and Children With Language Delays

Read Well lessons make purposeful connections between decoding and meaning. Throughout the day, repeated use of the oral language patterns can be used to encourage English Language Learners and children with language delays to participate in conversation. Encourage children to use the language patterns in other settings and situations.

EXAMPLE: Students demonstrate expressions. **Show me a mad face.**

Periodically, ask students to show you a mad face. If the student is unsure how to respond, have another student demonstrate. Then have the student copy, and repeat the command.

[Kiyoshi], watch Sam. [Sam], show me a *mad* face.

[Kiyoshi], show me a *mad* face.

Watch for other opportunities to repeat and expand the use of the language pattern.

[Kiyoshi], you did a great job on your art project. Show me a *happy* face.

If [Kiyoshi] is unsure how to respond, demonstrate. Then have [Kiyoshi] copy and repeat the command.

Note: The sentence “show me a mad face” was introduced to emphasize the meaning of “mad.” However, the stem “show me” is also being learned.



Exercises that include repeating language patterns are marked with ♦♦s.

UNIT 2: WORDS AND SENTENCES FROM READ WELL ACTIVITIES

Stretch and Shrink, Smooth and Bumpy Blending, and Sounding Out Smoothly

ORAL LANGUAGE PATTERNS	
Introduced in This Unit	
Reviewed From the Previous Unit	
★ Look at <i>me</i> .	
Show me a <i>mad</i> face.	
★ We can <i>add</i> . One plus one equals two.	
★ Who are you? (I <i>am</i> [Miguel].)	
★ Someone might say “ <i>eee</i> ” when surprised.	
Who do you see? (I see [you].)	
A snake might say “ <i>sss</i> .” What might a snake say? (<i>Sss</i>)	
What do you do with a seed? (Plant it.)	
★ It's time for [reading]. Please take your ... (<i>seat</i>).	
★ The boy grew up to be a ... (<i>man</i>).	
Are you <i>Sam</i> ? (No, I'm [Aurora].)	
[Tim] sees [Tanner].	
Show me a <i>sad</i> face.	

How to Teach the Lessons

★ Stars signal new skills, activities, or stories.★

Teach from this section. Each instructional component is outlined in an easy-to-teach format. Special tips are provided to help you nurture student progress.

In this section, you will find:

Decoding Practice 1

- Storybook Introduction and Warm-Up
- Introduction
- Story 1, Duet
- Skill Work Activity 1

Decoding Practice 2

- Story 2, Duet
- Comprehension Work Activity 2

Decoding Practice 3

- Story 3, Solo
- Story Summary
- Skill Work Activity 3

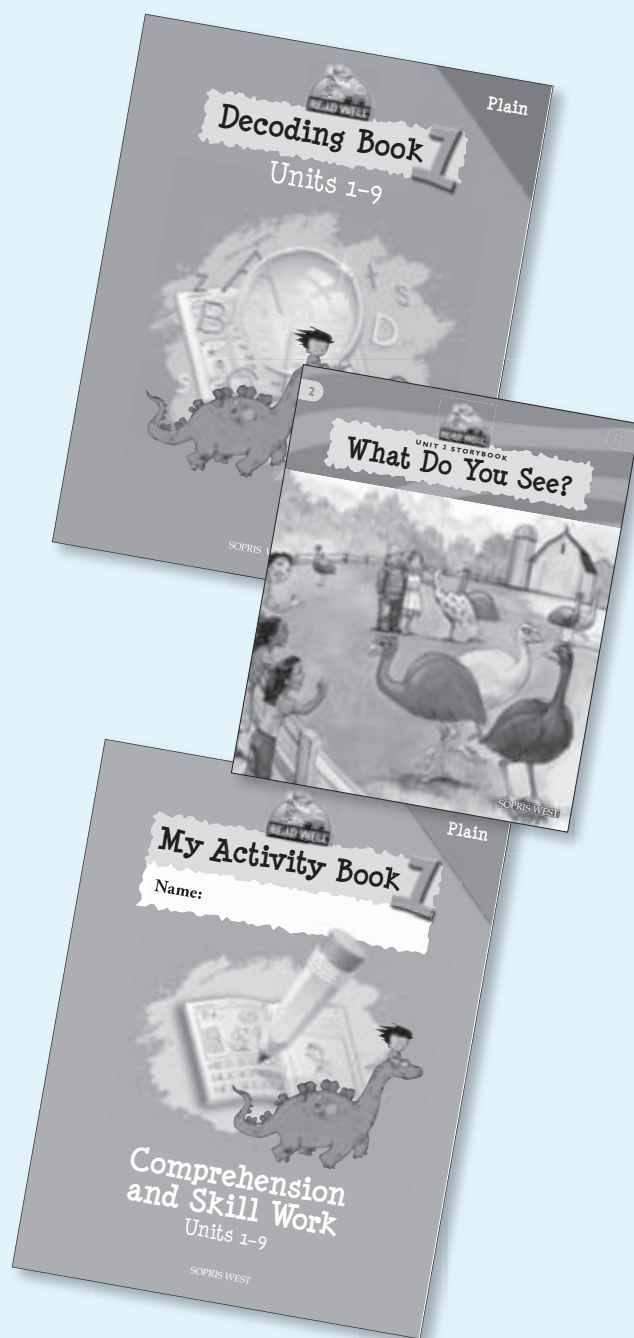
Decoding Practice 4

- Story 4, Duet
- Skill Work Activity 4
- Story 5, Solo
- Skill Work Activity 5

SCAFFOLDED INSTRUCTION (Important Reminder)

When a word is new, begin with a demonstration as needed. Move to guided practice, and then repeat with group and individual turns, independent of your voice.

As children gain confidence across units, begin with guided practice or independent practice.



1 SOUND REVIEW

Use the Sound Cards for Unit 1 to review and build fluency. Give individual and group turns.

2 NEW SOUND INTRODUCTION RF.1.3c

Read the poem. Have students *echo* the lines. Do not tell students they are reading.

3 NEW SOUND PRACTICE RF.1.3c

- ★ Tell students the sound /e/ is sometimes spelled with one e and sometimes spelled with two ee's. Demonstrate and guide practice in tracing e and ee. Have students say the sound as they trace in the air or on their papers.

◆◆ FOR ENGLISH LANGUAGE LEARNERS AND CHILDREN WITH LANGUAGE DELAYS

Throughout Decoding Practice and Extra Practice, provide repeated use of the language patterns—both within and outside of lessons. See page 10 for tips.

WHOLE CLASS

During whole class instruction, use the Teacher's Storybook to demonstrate and guide practice.

SMALL GROUP

During small group instruction, demonstrate and guide practice as needed using the Teacher's Storybook. Then repeat practice as students work from their own Decoding Books.

◆◆ 4 STRETCH AND SHRINK RF.1.2b, RF.1.2d

- Demonstrate how to stretch each word and shrink it up. Stretch the word out smoothly while stretching a spring toy. Shrink the word while letting the spring toy shrink.
 - Repeat with guided practice.
 - Repeat, mixing group and individual turns, independent of your voice.
- | | |
|---------------------------------|--|
| <i>me-mmmeee-me</i> | Look at <i>me</i> . |
| <i>man-mmmaaannn-man</i> | The boy grew up to be a . . . (<i>man</i>). |
| <i>add-aaad-add</i> | We can <i>add</i> . One plus one equals two. |
| <i>am-aaammm-am</i> | I <i>am</i> [Mr. Z]. Who are you? (I <i>am</i> [Jorge].) |

◆◆ 5 SMOOTH AND BUMPY BLENDING—CARDS 6, 7 RF.1.3b

◆◆ 6 SOUNDING OUT SMOOTHLY ★ FIRST TWO SOUND BLENDING RF.1.3b

- Demonstrate. Sound out and say each word. Use the word in a sentence.
- Guide practice. Have students sound out and say each word with you.
- Repeat mixing group and individual turns, independent of your voice. Use the words in sentences as needed.

- | | |
|------------------------------|--|
| ■ <i>eeeeeeee-eee</i> | Someone might say “ <i>eee</i> ” when surprised. |
| <i>ssssssss-sss</i> | A snake might make say “ <i>sss</i> .” |
| | What might a snake say? (<i>Sss</i>) |
| ★ <i>ssseeee-see</i> | Who do you <i>see</i> ? (I <i>see</i> [you].) |

7 STORY WORDS AND SOUNDS RF.1.3b, RF.1.3g

- Tell students to silently figure out the word and keep it a secret while you quietly count. Point to the dot under the first word. Keep it a secret until I count to five.
One, two . . . five. Read the word. (*Eee*)
Point to the next word. Keep it a secret.
One, two . . . five. Read the word. (I) Who can use the word “I” in a sentence?

8 DAILY STORY READING

Proceed to the Unit 2 Storybook. See Daily Lesson Planning for pacing suggestions.

9 COMPREHENSION AND SKILL WORK ACTIVITY I

See page 25.

UNIT 2 DECODING PRACTICE I (For use with Story 1)

1. SOUND REVIEW Use Sound Cards for Unit 1.

2. NEW SOUND INTRODUCTION Have students echo (repeat) the phrases. Do not have students read the poem.

E as in Emu

One letter e,
two letter ee's,

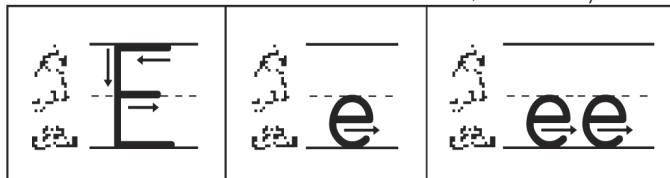
E says eee.

Enormous emu,

E, ee, eee.



★3. NEW SOUND PRACTICE Have students read the sound, then trace and say the sound.



4. STRETCH AND SHRINK Have students orally Stretch and Shrink, then use each word in a sentence.

me-mmmeee-me
man-mmmaannn-man
add-aad-add
am-aaamm-am



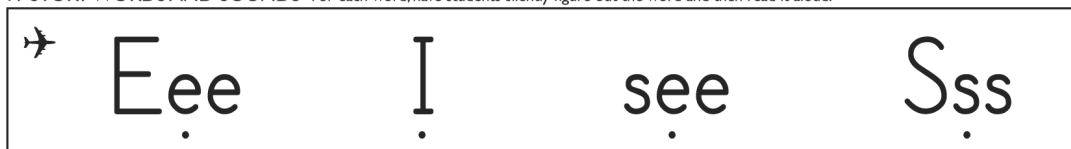
Do not have students read the words.

5. SMOOTH AND BUMPY BLENDING Use Blending Cards 6 and 7.

★6. SOUNDING OUT SMOOTHLY For each word, have students sound out the word in one smooth breath, then read the word. Demonstrate if needed.



7. STORY WORDS AND SOUNDS For each word, have students silently figure out the word and then read it aloud.



8. DAILY STORY READING

MR. Z'S TEAM EXPECTATIONS

Begin each daily lesson with a quick review. Demonstrate and guide practice with each expectation before starting your lesson.

1. Sit up.
2. Follow directions.
3. Help each other.
4. Work hard and have fun.



SOUNDING OUT SMOOTHLY

If students have difficulty, try to anticipate what is causing the errors.

Stopping Between Sounds

Have students Stretch and Shrink the word, then have them sound out the word again.

Difficulty Going From One Sound to the Next

Have students identify each sound first, then sound out the word.



1 INTRODUCING THE STORYBOOK—COVER

RF.1.1, RF.1.4a

Identifying—What

Ask students what they see on the cover of the book.

Identifying—Title

Tell students the title of the book is *What Do You See?*

Predicting

Ask students what they think the storybook will be about.

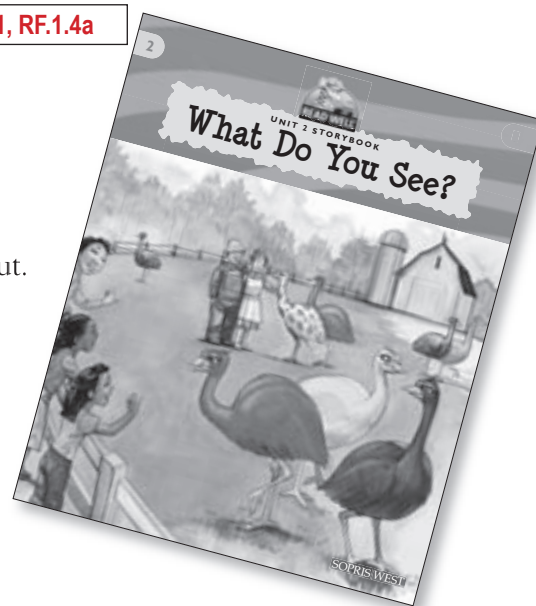
2 INTRODUCING THE TITLE PAGE

RF.1.1, RF.1.4a

This book has four stories. Look at the picture.

Predicting

What do you think the stories are going to be about?



What Do You See?

By Marilyn Sprick and Ann Fidanque

Illustrated by Karen Lee

UNIT 2 STORIES

What Do You See, Emu?
Colorful Emus Everywhere
Looking at Me
I See



WHOLE CLASS

During whole class instruction, use the Teacher's Storybook to demonstrate and guide practice.

SMALL GROUP

During small group instruction, demonstrate and guide practice as needed using the Teacher's Storybook. Then repeat practice as students work from their own storybooks.

PURPOSE RF.1.1

Students learn to track words from left to right and from row to row.

PROCEDURES RF.1.1**1. (Optional) First Reading**

Use the Teacher's Storybook to demonstrate how to point to the dots as you read each word and sound. Demonstrate with one or more rows as needed.

2. Second Reading RF.1.1

Have students read the words and sounds with you as you point.

Say something like: **This is the Heart Row.**

I'm going to point to the dots under each word.

Then we'll read the word or sound.

The first picture word is ... scissors. The next sound is ... /sss/.

When students get to the end of the line, show them how to go to the *next* line.

3. Repeated Readings RF.1.1

Have students read from their own storybooks.

- Have students touch the dot under the scissors in the Heart Row.

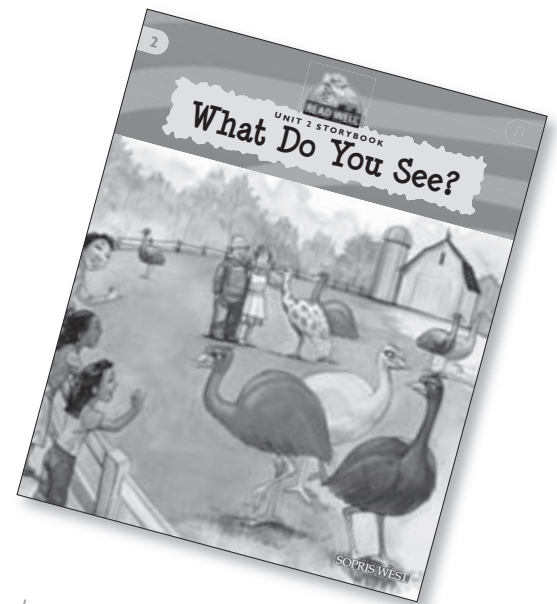
Have students choral read the first row. Between words prompt students to read the next word or sound together. Say something like:

Move your finger to the next dot.

Read the word (or sound).

At the end of a line, tell students to move their fingers to the start of the next line.

- Repeat the reading as many times as possible—leaving time to read Story 1, "What Do You See, Emu?"
- Mix group and individual turns on each line, independent of your voice. During individual turns, have other students follow with their fingers.

**FUN WITH FINGER TRACKING**

If students need additional practice tracking text, begin each lesson with a quick warm-up using the Finger Tracking page. For fun, play Simon Says.

Simon says "touch the next dot." Simon says "read the next word." Simon says "touch the start of the next line."



UNIT 2, WARM-UP

Finger Tracks

Four rows of tracing practice on lined paper. Each row starts with a small icon, followed by a box containing a larger icon, then a letter, and finally a small letter. A dotted line connects the end of one row to the start of the next.

- Row 1: Heart icon, box with scissors icon, letter 'S', letter 'e'.
- Row 2: Flower icon, box with scissors icon, letter 'S', letter 'I'.
- Row 3: Pencil icon, box with book icon, letter 'I', letter 'e'.
- Row 4: Airplane icon, box with book icon, letter 'E', letter 'I', letter 'S'.

LINE SWEEPS

If students have difficulty moving from the end of one line to the next, you may wish to draw a dotted line that students can follow. (A sample is shown on this page.)

ASSISTANCE WITH TRACKING—WHOLE GROUP

When working from the Teacher's Storybook, have children who have difficulty help you lead the group. Place your hand on top of the child's as you both point to the words and sound.

[Ling], you get to be my assistant. Everyone, read the sounds and words in the Heart Row with Ling and me.

ASSISTANCE WITH TRACKING—SMALL GROUP (Reminder)

Seat students who may have difficulty tracking close to you. As students read, guide a student's hand.



INTRODUCTION

SL.1.1, SL.1.2, SL.1.3, SL.1.6, L.1.6, RI.1.1

“What Is an Emu?” provides the background knowledge required for children to make both planned and spontaneous connections as they read the stories in this book.

- To introduce the passage say something like:
Before we read your story, we’re going to read a passage about emus.
We’re going to learn facts about these big, funny birds.



INTRODUCING VOCABULARY

Vocabulary—Fact

Fact

A *fact* is something that is real.

This is a fact. An emu is a bird.

What do you know about an emu? (It’s a bird.)

That’s right. You know an emu is a bird, and you also know it’s real.

PROCEDURES

- Read the text. Ask questions and discuss text when indicated in the storybook in light gray text.

What Is an Emu?

Building Knowledge

Inferring—What

Look at the picture. Do you think you know what an emu is?

An emu is a large bird. It is a cousin of the ostrich. A grown emu can be bigger than a tall man.



Emus are interesting animals. Here are some interesting facts about emus.

Identifying—What

Describing

What is an emu? (A bird)
How big can an emu be? (Bigger than a man)
That's a very big bird.

Emus can't fly, but they can run very fast.

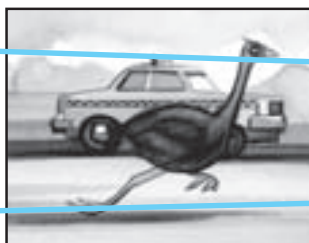
What did you just learn about emus?

([They can't fly.])

That's called a fact. [Emus can't fly.]

What's another fact? ([Emus can run very fast.])

You learned two facts. Emus can't fly, but they can run very fast.



Identifying—What

Teacher Think Aloud—

Classifying, Summarizing

Mother emus lay eggs in a nest.

Father emus sit on the eggs until they hatch.

What else did you learn about emus?

(The mother emus lay eggs.)

That's another fact.

What fact did you learn about father emus?

(They sit on the eggs.)



Did you know that some farmers raise emus?

What else did you learn about emus?

(Some farmers raise emus.)

Raise your hand if you've ever visited an emu farm.

Farmers raise emus for their meat.

Some people eat emu meat.



Identifying—What

Identifying/Classifying—What

Identifying—What

Making Connections

Teacher Think Aloud

BUILDING COMPREHENSION Reading and Thinking Aloud (Reminder)

If students have difficulty with a comprehension question, think aloud with them or reread the portion of the text that answers the question. Then, ask the question again.



DUET STORY READING INSTRUCTIONS (Units 1–2)

Duets are a shared reading format. Students take turns reading with a teacher, volunteer, assistant, parent, or older student. Student text is in large print and fully decodable based on the skills students have learned. Teacher-read text is in small print. Teacher text gives passages a richer context than is normally found in phonetically controlled text.



PURPOSE

In Duet Stories, students apply the skills they have learned in meaningful contexts. From the first units, students begin learning to follow important story elements—who the story is about, the problem or goal in the story, the events, and the conclusion.

COMPREHENSION BUILDING: DISCUSSION QUESTIONS AND TEACHER THINK ALOUDS

SL.1.1, SL.1.2, SL.1.3, SL.1.6

Ask questions and discuss text on the first or second reading when indicated in the storybook in light gray text.

PROCEDURES

RF.1.1, RF.1.3b, RF.1.3c, RF.1.3g, RF.1.4a, RL.1.1, RL.1.2, RL.1.3, RL.1.4

1. First Reading

Use the Teacher's Storybook.

- Introduce the title of the first story, "What Do You See, Emu?"
Tell students they are going to read about a silly emu.
- Have students choral read the student text with you.
- Point under the words.

Prompt turns by saying something like:

My turn.

One day Snake was slithering about when he ran smack-dab into Emu, lying on the ground.

Your turn to read the first big word with me. Sss

Echo read and complete the sentence.

"Sss," said Snake. "What are you doing?"

Your turn to read the next big word with me. Eee

Echo read and complete the sentence.

"Eee," said Emu.

Your turn to read the next big word with me. I

Echo read and complete the sentence.

"I feel flat!"

Repeat with each line of text on each page.

2. Second Reading

RF.1.1, RF.1.4b

Have students choral read from their own storybooks. Have students point under each big word as they read.

3. Repeated Readings

RF.1.1, RF.1.4b

As time allows, have students take turns, with each student reading one line of student text while others follow with their fingers.

Note: Finger Tracking, Small Group

Precede story reading by having students track the large text as needed.

STORY I, DUET

What Do You See, Emu?

Who do you think this story will be about? (An emu)
The story is about that big bird that is like an ostrich.

Predicting—
Who

One day Snake was slithering about when he ran smack-dab into Emu,
lying on the ground.

Who is in the story? (A snake and an emu)

Identifying—
Who

"Sss," said Snake. "What are you doing?"
•

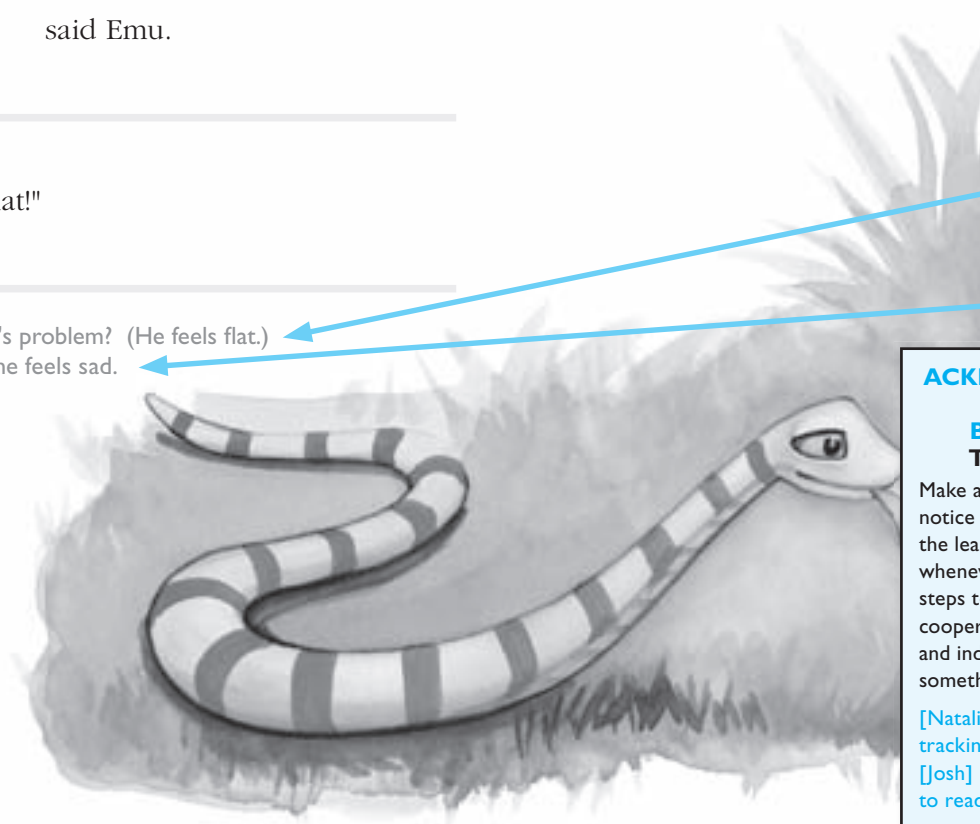
"Eee," said Emu.
•

"I feel flat!"
•

Identifying—
Problem

Teacher Think
Aloud—
Explaining

What is Emu's problem? (He feels flat.)
That means he feels sad.



ACKNOWLEDGING DESIRED BEHAVIORS Tracking Text

Make a special effort to notice and congratulate the least mature students whenever they are taking steps toward greater cooperation, responsibility, and independence. Say something like:

[Natalie], you were tracking every word that [Josh] read. It's your turn to read next!



"What's your problem?" asked Snake.

"I see an ant," sighed Emu.
• •

"I see a turtle."
• •

**Inferring—
Problem**

What do you think is Emu's problem?
(Maybe he's [sick].)



STORY I, DUET

"I see you, Snake, but
• •

I see no emus anywhere," said the sad emu.
• •

What is Emu's problem? (He doesn't see any other emus. He's lonely.)

Inferring—
Problem



"Sss," hissed Snake. "You are a silly emu. Stand up! Look alive."
•

Don't be so flat."

What does Snake think Emu should do? (Stand up, cheer up, stop being so sad . . .)

Inferring

Slowly, Emu stood. Right there beside him was another emu, standing tall and proud. "Oh," laughed Emu.

"I see.
• •

I see an emu staring at me!"
• •

Explaining—
End

Inferring

What happened in the end? (Emu stood up and found another emu.)

How do you think Emu feels now? (Happy)



SOUND PAGE


Use work pages from the workbook.

UNIT 2 SKILL WORK ACTIVITY I

SOUND PAGE: For use after Story I

Name _____

e ee



Tracing practice lines for the letter 'e' and 'ee'. Each row starts with a dashed letter for tracing, followed by solid letters. The first row has eight 'e's, the second row has eight 'e's, and the third row has six 'ee's.

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5

★CHECKOUT OPPORTUNITY

While students are working on Comprehension and Skill Work, you may wish to listen to individuals read a Decoding Practice or Solo Story. If the student makes an error, gently correct and have the student reread the column, row, or sentence.



PROCEDURES

For each step, demonstrate and guide practice as needed. For the first few units, you may wish to use an overhead copy of the Sound Page to demonstrate and guide practice.

1. Handwriting—Basic Instructions

- Have students identify the small letter e as in “emu.”
- Have students trace and write the small letter e—leaving a finger space between each letter. Use Theo Bear as a reference for the hat line, belt line, and shoe line.
- In each row have students circle their best letter.

Note: Teach students how to write neatly by showing them how to pay attention to the lines, size, and the orientation of the letters. After students practice a row, say something like:

Watch me write another e. Whoops! It was too little. I'll try again.

That's better. I'll leave a finger space and try another. Oops! What's wrong with that one? (It's too big. It's backwards.)

When neatness is treated with humor, children learn to write legibly without feeling they have to be perfect.

2. Coloring—Basic Instructions

- Demonstrate how to color neatly—staying in the lines.
- Have students use at least three colors.

1 SOUND REVIEW RF.1.3c

- Use the Sound Cards from Units 1 and 2 or the Sound Review from Decoding Practice 4.

2 BEGINNING SOUND RF.1.2c

- Have students trace the letter/sound with their fingers.
- Have students identify which picture word begins with /sss/.

Let's read the first picture word. sun

Stretch the word "sun" with me. /sssuuunnn/

I hear /sss/ at the beginning of "sun."

What sound do you hear at the beginning of "sun"? (/sss/)

Let's read the next picture word. cat

Stretch the word "cat" with me. /caaat/

I hear /c/ at the beginning of "cat."

What sound do you hear at the beginning of "cat"? (/c/)

What word begins with /sss/, "sun" or "cat"? (sun)

WHOLE CLASS

During whole class instruction, use the Teacher's Storybook to demonstrate and guide practice.

SMALL GROUP

During small group instruction, demonstrate and guide practice as needed using the Teacher's Storybook. Then repeat practice as students work from their own Decoding Books.

3 NEW SOUND PRACTICE RF.1.3c

◆◆ 4 STRETCH AND SHRINK RF.1.2b, RF.1.2d

Have students stretch and shrink each word, then use each word in a sentence.

seed-ssseeeed-seed

What do you do with a *seed*? (Plant it.)

seat-ssseaeaeat-seat

It's time for [reading]. Please take your . . . (*seat*).

man-mmmaaannn-man

The boy grew up to be a . . . (*man*).

◆◆ 5 SOUND COUNTING RF.1.2d

- Demonstrate how to segment and count each sound.
- Guide practice. Have students segment and count each sound with you. If appropriate, encourage students to count with their fingers.
- Repeat, mixing group and individual turns, independent of your voice.

seed-/sss/•/eeee/•/d/-seed (3 sounds)

seat-/sss/•/eaeaea/•/t/-seat (3 sounds)

man-/mmm/•/aaa/•/nnn/-man (3 sounds)

◆◆ 6 SMOOTH AND BUMPY BLENDING—CARDS 5, 7 RF.1.3b

◆◆ 7 SOUNDING OUT SMOOTHLY RF.1.3b

- Have students sound out and say each word. Use the words in sentences as needed.
- Provide repeated practice, mixing group and individual turns on each word, independent of your voice.

● **eeeeeeeee-eee** Someone might say "Eee" when surprised.

Ssseeeee-See Who do you *see*? (I *see* [you].)

sssssssss-sss "Sss" is what a snake might say.

What might a snake say? (*Sss*)

8 STORY WORDS AND SOUNDS RF.1.3b, RF.1.3g

- Have students point to the dot under each word.
- Have students silently figure out each word and keep it a secret until you count to five. (Whisper as you count.)

◆◆ For ELLs and children with language delays, provide repeated and extended practice with the language patterns. See page 10 for tips.

9 DAILY STORY READING

Proceed to the Unit 2 Storybook. See Daily Lesson Planning for pacing suggestions.

10 COMPREHENSION AND SKILL WORK ACTIVITY 2

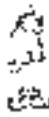
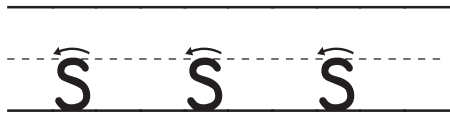


See page 33.

UNIT 2 DECODING PRACTICE 2

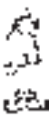

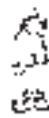

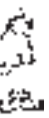

(See Daily Lesson Planning on pages 4–5 for related story assignments.)

1. SOUND REVIEW Use Sound Cards for Units 1–2 or the Sound Review on Decoding Practice 4.

2. BEGINNING SOUND Have students read, trace, and say /sss/. Next, have students identify both pictures and then point to the one that begins with /sss/.

			
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3. NEW SOUND PRACTICE Have students read the sound, then trace and say the sound.

					
--	--	--	--	--	--

4. STRETCH AND SHRINK Have students orally Stretch and Shrink, then use each word in a sentence.

seed-ssseeeed-seed
seat-ssseaeat-seat
man-mmmaannn-man



Do not have students read the words.

5. SOUND COUNTING Have students orally say and count each sound.

seed-/sss/•/eeee/•/d/-seed (3)
seat-/sss/•/eaeae/•/t/-seat (3)
man-/mmm/•/aaa/•/nnn/-man (3)








Do not have students read the words.

6. SMOOTH AND BUMPY BLENDING Use Blending Cards 5 and 7.

7. SOUNDING OUT SMOOTHLY For each word, have students sound out the word in one smooth breath, then read the word. Demonstrate if needed.

					
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8. STORY WORDS AND SOUNDS For each word, have students silently figure out the word and then read it aloud.

				
---	---	---	---	---

9. DAILY STORY READING

FOR FUN

After completing the page, play a modified Blackout Bingo game. Each student should have a copy of Decoding Practice 2.

Say . . .

We're going to play Blackout. Here's how you do it. I'll say a word. You see if you can find the word in the Airplane Row. If you find the word, cover it with a chip. Be careful though. I may say a word that isn't there.

Listen. The first word is "eee."

Did you find it? (No)
I couldn't fool you.

The next word is "Sss."
Did you find it? (Yes)
Cover "Sss" with a chip.



DUET STORY READING INSTRUCTIONS (Units 1–2)

Students read from the Teacher's Storybook, then from their own.
The teacher reads the small text and students read the large text.

COMPREHENSION BUILDING: **SL.1.1, SL.1.2, SL.1.3, SL.1.6** DISCUSSION QUESTIONS AND TEACHER THINK ALOUDS

Ask questions and discuss text on the first or second reading
when indicated in the storybook in light gray text.



PROCEDURES **RF.1.1, RF.1.3b, RF.1.3g, RF.1.4a, RL.1.1, RL.1.2, RL.1.3, RL.1.7**

1. First Reading

Use the Teacher's Storybook.

- Introduce the title of the story, "Colorful Emus Everywhere."
Tell students they are going to read about an emu farm.
- Have students choral read the student text with you.
- Point under the words. Prompt turns by saying something like:

My turn.

One day, a farmer set out . . . He exclaimed slowly, "Well I'll be!"

Your turn to read the first big word with me. See

Echo read and complete the sentence.

See that blue emu?

Your turn to read the next big word with me. See

Echo read and complete the sentence.

See that red emu?

Allow the children to read, independent of your voice, as soon
as possible.

Your turn. (I see)

Echo read and complete the sentence.

I see a yellow emu, too!

Repeat with each line of text and each page.

2. Second Reading **RF.1.1, RF.1.4b**

Have students read from their own storybooks. Have students point
under each big word as they read.

3. Repeated Readings **RF.1.1, RF.1.4b**

As time allows, have students take turns, with each student reading
one line of student text while others follow with their fingers.

WHOLE CLASS

During whole class instruction,
use the Teacher's Storybook to
demonstrate and guide practice.

SMALL GROUP

During small group instruction,
demonstrate and guide practice
as needed using the Teacher's
Storybook. Then repeat
practice as students work from
their own storybooks.

Note: Finger Tracking, Small Group

Precede story reading by having students track the large text as needed.

STORY 2, DUET

Colorful Emus Everywhere

CHAPTER 1

Looking for Emus

What do you think the story will be about? (Emus—lots of emus)

Predicting

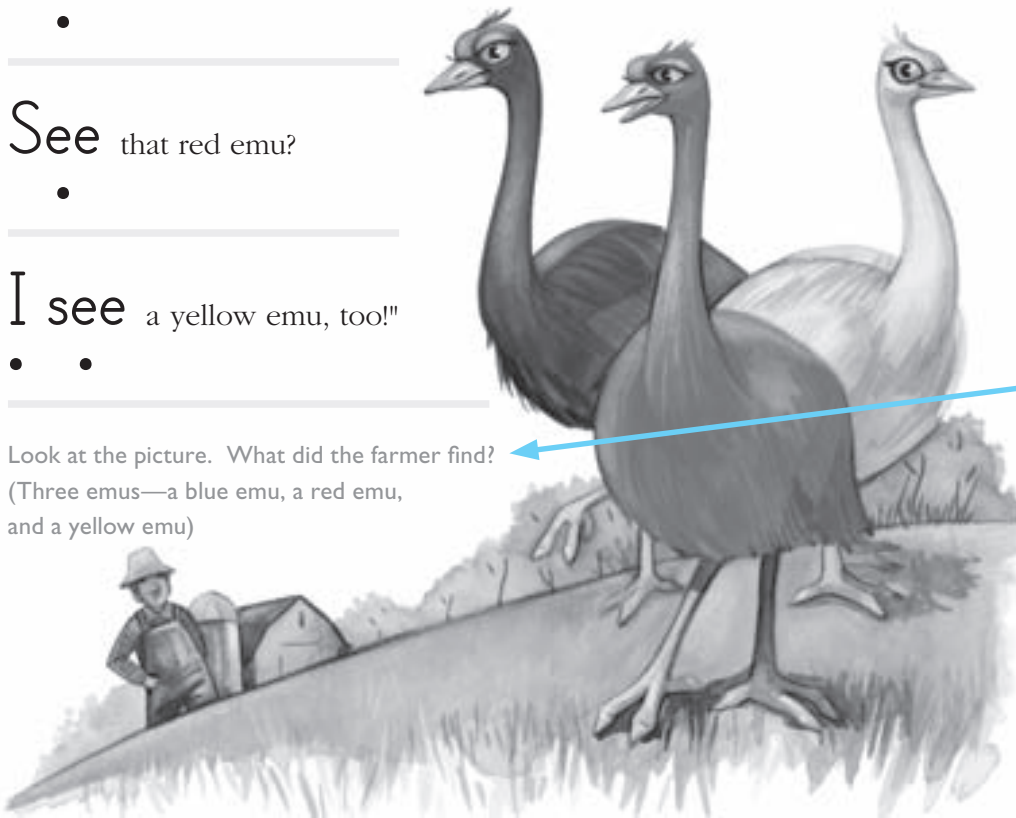
One day, a farmer set out to find emus for his farm. Before long, he came across three emus. Emus have brownish-black feathers, but these emus were different. The farmer was quite surprised. He exclaimed slowly, "Well, I'll be!

See that blue emu?

See that red emu?

I see a yellow emu, too!"

Look at the picture. What did the farmer find?
(Three emus—a blue emu, a red emu,
and a yellow emu)



Identifying—
What

ACKNOWLEDGING STUDENT ACCOMPLISHMENTS

Reading Text

After completing the page, make a special effort to congratulate students on their ability to read a story with you. Say something like:

I am so proud of you. You just helped me read the first page of a story about a farmer.



The farmer didn't know what to do. He had never seen an emu farm with red, blue, and yellow emus.

"Eee," cried the farmer. "This won't do."

•

**Inferring—
Problem**

What was the farmer's problem? (He had never seen red, blue, and yellow emus. He didn't know what to do.)



The farmer scratched his head and muttered, "Darndest thing I've ever seen!" Then he walked away but the colorful emus followed right behind him, one by one.

Predicting

**Identifying—
Who**

Identifying

What do you think is going to happen next?

Who followed the farmer? (The red, blue, and yellow emus)

Touch under the red emu . . .

STORY 2, DUET

The farmer kept on walking. He was sure he would find some plain, old, brownish-black emu. When he crossed the next hill, he cried to himself,

"Eee.
•

I see a green emu, a purple emu, and an orange emu!
• •

I see emus of every color, but no plain, old, brownish-black emus!"
• •

What was the farmer's problem? (He couldn't find any brownish-black emus.)

Inferring—
Problem



12

The farmer couldn't decide what to do, so he kept walking. Soon he arrived back at his farm with a red, blue, yellow, green, purple, orange, and even a pink polka-dotted emu trailing behind him.

"Eee,"
• cried the farmer.

"I see
• • colors everywhere."

Just then the farmer's wife saw the colorful parade of emus. She clapped her hands and hugged each emu.

The farmer and his wife are now famous. People from all around come to visit the world's most colorful emu farm.

Inferring



What do you think this story is about?
(It's about colorful emus.)



STORY COMPREHENSION

Use work pages from the workbook.

Purpose—Sentence Tracing

Students begin learning basic conventions of print while tracing a sentence.

- Capitals at the beginning of a sentence
- Periods at the end of a sentence

Purpose—Sentence Illustration

In Sentence Illustration, students demonstrate their understanding of a sentence by drawing or completing a picture.

**Writing,
Complete Sentence**

Making Connections

UNIT 2 COMPREHENSION WORK ACTIVITY 2
For use after Story 2

Sentence Tracing

I see.

I see.


Name _____

Sentence Tracing

I see.

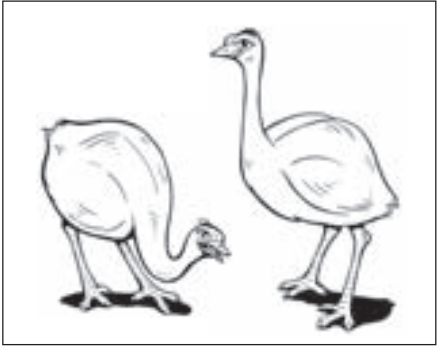
I see.

Sentence Illustration



Have students read "I see," and trace "I see." Have students color an emu the farmer saw.


Sentence Illustration



Have students read "I see," and trace "I see." Have students color the emus the farmer saw.

**CHECKOUT
OPPORTUNITY**

Listen to your students read
individually while others work.



PROCEDURES RF.1.1A, RF.1.3B, RF.1.3C, RF.1.3G, L.1.2, SL.1.5

For each step, demonstrate and guide practice as needed. You may wish to use an overhead copy of this activity to demonstrate and guide practice.

1. Sentence Tracing—Specific Instructions

- Explain the activity. Say something like:
Today you get to write and illustrate a story about emus.
- Have students read the sentence.
Your first job is to read the sentence. What does it say? (I see.)
- Have students trace the sentence on line 2.

2. Sentence Illustration—Specific Instructions

- Have students color an emu that the farmer saw. Say something like:
The sentence says, "I see." So, now I need to color an emu that the farmer saw. I think the farmer saw a [blue] emu with [purple polka dots].

Repeat the process above for the activity on the right side of the page.

1 SOUND REVIEW RF.1.3c

Use the Sound Cards for Units 1 and 2, or the Sound Review from Decoding Practice 4. Gradually build rate of response.

2 BEGINNING SOUND RF.1.2c

- Have students trace the letter/sound with their fingers.
- Have students identify which picture word begins with /sss/.
Let's read the first picture word. *dogs*
Stretch the word "dogs" with me. /doooggzzz/
I hear /d/ at the beginning of "dogs."
What sound do you hear at the beginning of "dogs"? (/d/)
Let's read the next picture word. *star*
Stretch the word "star" with me. /ssstar/
I hear /sss/ at the beginning of "star."
What sound do you hear at the beginning of "star"? (/sss/)
What word begins with /sss/, "dogs" or "star"? (star)

WHOLE CLASS

During whole class instruction, use the Teacher's Storybook to demonstrate and guide practice.

SMALL GROUP

During small group instruction, demonstrate and guide practice as needed using the Teacher's Storybook. Then repeat practice as students work from their own Decoding Books.

3 NEW SOUND PRACTICE RF.1.3c

◆◆ 4 STRETCH AND SHRINK RF.1.2b, RF.1.2d

After students stretch and shrink each word, use the word in a sentence.

Sam-Sssaaammm-Sam Are you *Sam*? (No, I'm [Aurora].)
sees-ssseeezzz-sees [Tim] *sees* [Tanner].
sad-sssaad-sad Show me a *sad* face.

◆◆ 5 SOUND COUNTING RF.1.2d

Have students segment and count each sound. If appropriate encourage students to count with their fingers.

Sam-/Sss/•/aaa/•/mmm/-Sam (3 sounds)
sees-/sss/•/eee/•/zzz/-sees (3 sounds)
sad-/sss/•/aaa/•/d/-sad (3 sounds)

◆◆ 6 SMOOTH AND BUMPY BLENDING—CARDS 7, 2 RF.1.3b

◆◆ 7 SOUNDING OUT SMOOTHLY RF.1.3b

- Have students sound out and say each word. Use the words in sentences as needed.
- Provide repeated practice, mixing group and individual turns on each word, independent of your voice.
 - ***ssseeee-see*** Who do you *see*? (I *see* [you].)
 - eeeeeeeee-eee*** Someone might say "eee" when surprised.
 - Sssssssss-Sss*** What sound might a snake make? (Sss)

8 STORY WORDS AND SOUNDS RF.1.3b, RF.1.3g

- Have students point to the dot under each word.
- Have students silently figure out each word and keep it a secret until you count to five.
- Have students use the word "I" in a sentence.

◆◆ For ELLs and children with language delays, provide repeated and extended practice with the language patterns. See page 10 for tips.

9 DAILY STORY READING

Proceed to the Unit 2 Storybook. See Daily Lesson Planning for pacing suggestions

10 COMPREHENSION AND SKILL WORK ACTIVITY 3

See page 41.

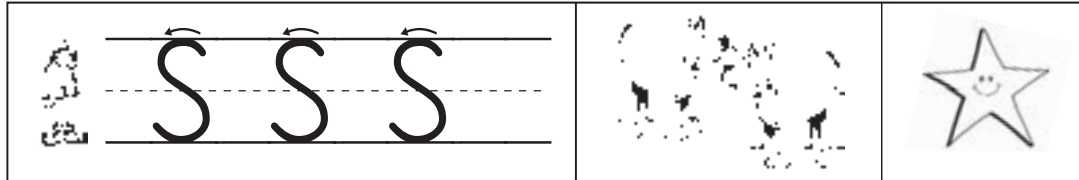
UNIT 2 DECODING PRACTICE 3

(See Daily Lesson Planning on pages 4–5 for related story assignments.)

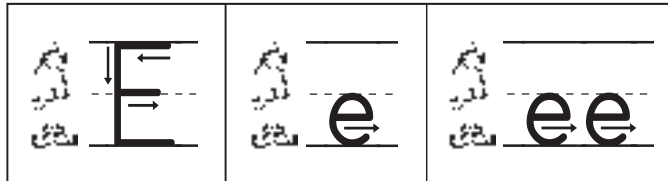


1. SOUND REVIEW Use Sound Cards for Units 1–2 or Sound Review on Decoding Practice 4.

2. BEGINNING SOUND Have students read, trace, and say /sss/. Next, have students identify both pictures and then point to the one that begins with /sss/.



3. NEW SOUND PRACTICE Have students read the sound, then trace and say the sound.



4. STRETCH AND SHRINK Have students orally Stretch and Shrink, then use each word in a sentence.

Sam-Sssaaamm-Sam
sees-ssseeezzz-sees
sad-sssaad-sad



Do not have students read the words.

5. SOUND COUNTING Have students orally say and count each sound.

Sam-/Sss/•/aaa/•/mmm/-Sam (3)
sees-/sss/•/eeee/•/zzz/-sees (3)
sad-/sss/•/aaa/•/d/-sad (3)



Do not have students read the words.

6. SMOOTH AND BUMPY BLENDING Use Blending Cards 7 and 2.

7. SOUNDING OUT SMOOTHLY For each word, have students sound out the word in one smooth breath, then read the word. Demonstrate if needed.



8. STORY WORDS AND SOUNDS For each word, have students silently figure out the word and then read it aloud.



9. DAILY STORY READING

EARLY INTERVENTION

If an individual student has a lot of difficulty sounding out words but knows his or her sounds, try to set up one or two minutes of one-to-one practice with an adult.

Have the student identify each sound (do Bumpy Blending) and then sound out the word smoothly with the adult. The adult should almost sound out in the student's ear—gently guiding the process.

Early intervention can reduce the need for later remediation.



★ SOLO STORY READING INSTRUCTIONS

Solo Stories can be read independently by students. Student text is in large print and is fully decodable based on the letter/sound associations students have learned.

PURPOSE

Solo Stories develop fluency and independence in reading.

COMPREHENSION BUILDING: SL.1.1, SL.1.2, SL.1.3, SL.1.6 DISCUSSION QUESTIONS AND TEACHER THINK ALOUDS

Ask questions and discuss text on the first or second reading, when indicated in the storybook in light gray text.



PROCEDURES RF.1.1, RF.1.3b, RF.1.3c, RF.1.3g, RF.1.4a, RL.1.1, RL.1.2, RL.1.3, RL.1.7

1. First Reading

Use the Teacher's Storybook.

- Introduce the story.
Tell students they are going to read another story about the farmer's colorful emus.
- Preteach the picture words: {emus}, {blue}, {emu}, and {red}.
Point to the first picture word and have students identify what it is.
Continue with each picture word on the page.
- Introduce the chapter title.
- Have students choral read the story with you. Point under each word.
Let's read the chapter title together. See
Put your finger under the first big word. Everyone, read with me.
I see 2 {emus}.
Echo read at a normal speaking rate.
Right, it says, "I see 2 {emus}."
Put your finger under the first word in the next line. Everyone, read.
See 2 {blue} {emus}.

Repeat with each line of text.

2. Second Reading

RF.1.1, RF.1.4b

Have students read from their own storybooks.

Have students choral read the Solo Story in small groups from their own books.

3. Third Reading

RF.1.1, RF.1.4b

- Have each student read a line of text as the other children track the text with their fingers and whisper read.
- Have individual students read the entire story as the other children track the text with their fingers and whisper read.

4. Homework 1



Have students read the story at home.

WHOLE CLASS

During whole class instruction, use the Teacher's Storybook to demonstrate and guide practice.

SMALL GROUP

During small group instruction, demonstrate and guide practice as needed using the Teacher's Storybook. Then repeat practice as students work from their own storybooks.

STORY 3, SOLO

CHAPTER 2

See

What do you think this story is about? (It's about what you see.)

← **Inferring**

I see 2  .

• • • •

See 2   .

• • • •

I see 1  .

• • • •

See 1   .

• • • •

What did you see in this story? (Blue emu and a red emu)

Look at the picture. What other emus do you see?

(One polka-dotted emu, one green emu, one purple emu, one orange emu, and one yellow emu)

← **Identifying—
What**

WE CAN READ!

This is the students' first Solo Story. When they finish reading the story, acknowledge their accomplishments. You may wish to say something like:

Wow! You can read this story all by yourself. Would you like to take the story home to read to your parents?

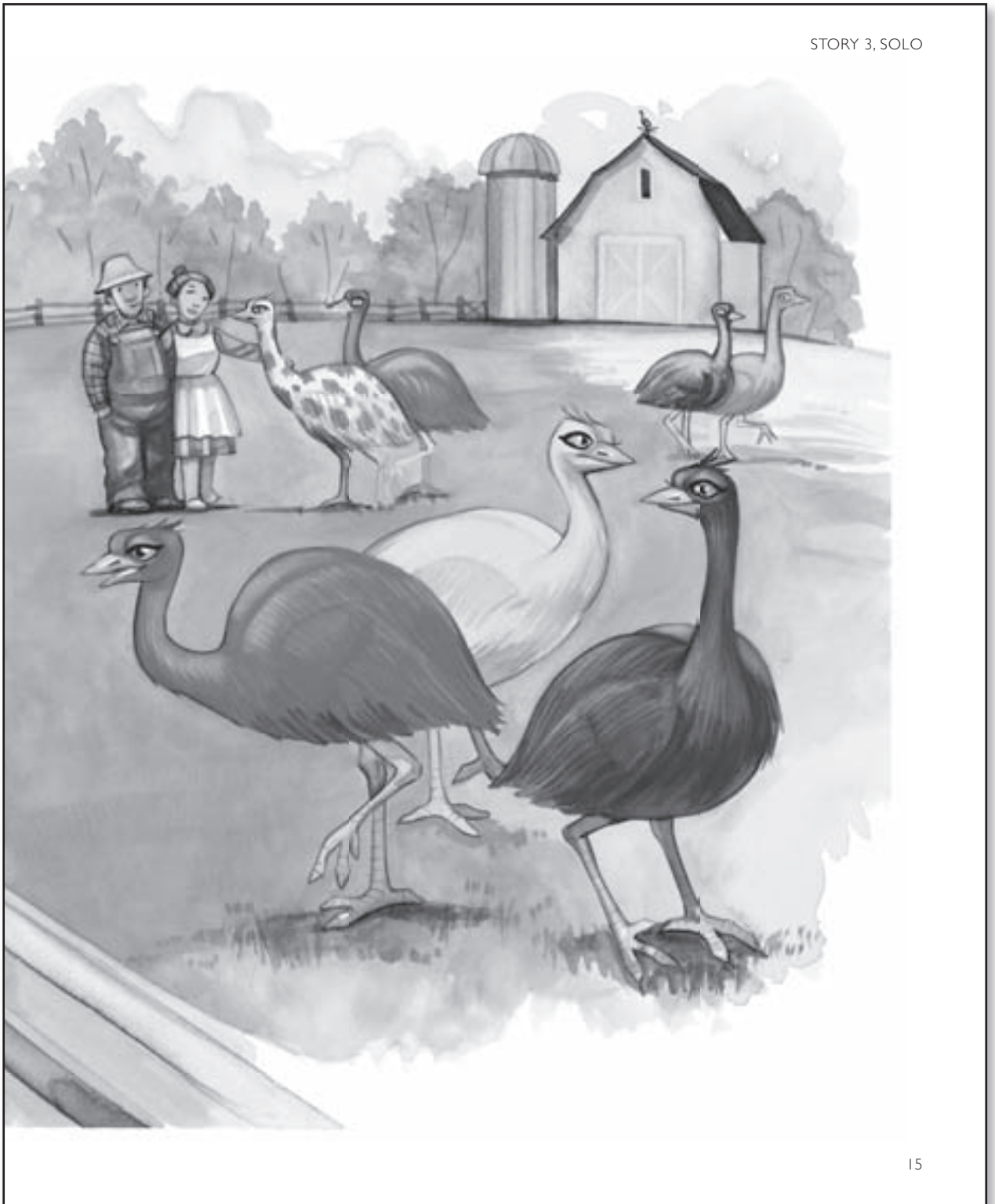
14

CREATING INDEPENDENT READERS

Prior to completing the story reading, allow children multiple opportunities to read independent of your voice.

Some children learn to over-rely on the teacher—reading the teacher's lips, or following the voices of others.

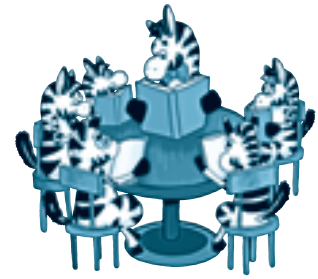
Finger Tracking, individual turns, and the gentle removal of teacher support increases early attention to text, and the ability to read rather than memorize.



SL.1.1, SL.1.2, SL.1.3, SL.1.6, RF.1.1, RF.1.2, RF.1.3, RF.1.7

COMPREHENSION BUILDING: ORAL STORY RETELL

- Have students study the pictures, then ask questions and discuss the pictures as indicated in the storybook in light gray text. The circle, square, and triangle provide visual references for the beginning, middle, and end of the story.



STORY SUMMARY

Colorful Emus Everywhere

Summarizing

Identifying—
Who

Let's retell the story, "Colorful Emus Everywhere."

Look at the picture below. Who was the story about? (A farmer and colorful emus)



Explaining—
Beginning

- At the beginning of the story, the farmer wanted plain, brownish-black emus for his farm. When he went looking, what did he find? (Red, blue, and yellow emus) He thought that was a problem. He wanted brownish-black emus.



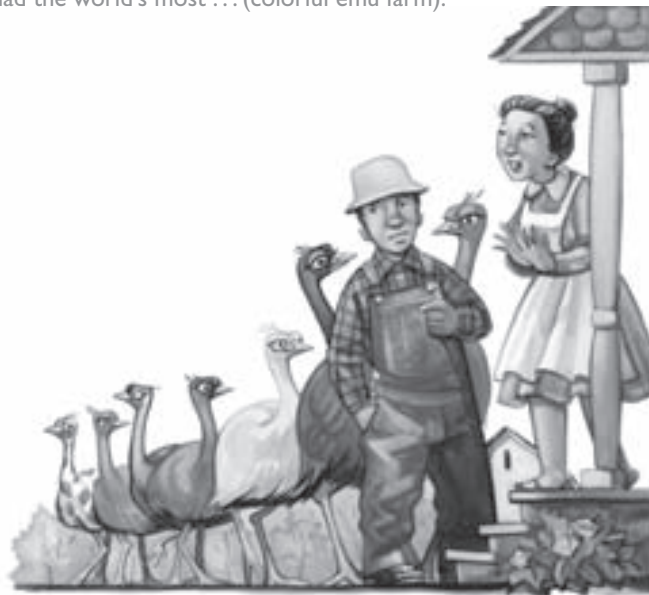
Explaining—
Middle

■ In the middle of the story, what did the farmer do? The farmer kept on ... (walking). He couldn't find any ... (brownish-black emus).



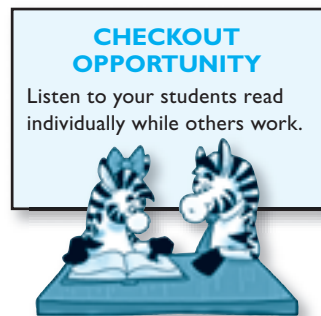
Explaining—
End

▲ What happened at the end of the story? In the end, the farmer and his wife were famous because they had the world's most ... (colorful emu farm).



ALPHABET DETECTIVE

Use work pages from the workbook.



PROCEDURES

For each step, demonstrate and guide practice as needed.

1. Letter Find—Basic Instructions

Have students look at the box at the top of the page and follow the directions.

Ask students:

What letters will you look for?

(The capital letter **E** and the small letter **e**)

What will you do when you find a capital letter **E or a small letter **e**?** (Draw a circle around it.)

2. Self-Monitoring—Basic Instructions

Have students systematically check each line after finishing the task.

When you finish circling all the **E's in each line, go back to the title of the poem.**

Put your finger under each word. Check to see that all the **E's are circled.**

Each time you find an **E, say /e/ quietly to yourself.**

Watch me check the title. /E/, /E/. Uh, oh. I only circled one **E.**

There is one more **E that I missed. I'm going to circle it now.**

Alternative: At the beginning of the exercise, have students write the number of **E**'s they will circle on the top of their papers. When students complete the activity, have them count the number of circles they have drawn. If the number is incorrect, they can recheck each line.

3. Coloring—Optional

Have students carefully color the picture, using at least three colors.


UNIT 2 SKILL WORK ACTIVITY 3
ALPHABET DETECTIVE: For use after Story 3

Name _____

E e

E as in **E** mu

One letter **e**, two letter **ee**'s,
E says **eee**.
E n o r m o u s **e** m u,
E . **ee** . **eee** .



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7

Note: There are multiple uses for Decoding Practice 4.

- Use the Sound Review rows in place of Sound Card Practice.
- Use the whole page at the end of the unit for fluency building and/or to informally assess skills.
- Have students complete the page as a partner review.
- Build spelling dictation lessons from the sounds and words on this page.



1 SOUND AND WORD REVIEW

RF.1.3c, RF.1.3g

Pacing Row

- Show students the pace (and/or rhythm) you are setting. The speed should be at a comfortable pace—with students working first on accuracy. You may wish to count *quietly* to three between each sound. Gradually reduce the pause between sounds. Say something like:
Point to the Hand Row and read with me.
One, two, three, first sound ... (/SSS/)
One, two, three, next sound ... (/eee/)
- Before going to the next row, make sure students can read the row without your assistance.
- Mix group and individual turns, independent of your voice.

WHOLE CLASS

During whole class instruction, use the Teacher's Storybook to demonstrate and guide practice.

SMALL GROUP

During small group instruction, demonstrate and guide practice as needed using the Teacher's Storybook. Then repeat practice as students work from their own Decoding Books.

◆◆ 2 STRETCH AND SHRINK

RF.1.2d, RF.1.2c

Have students stretch and shrink each word, then use each word in a sentence.

me-mmmeee-me

Look at *me*.

see-ssseeee-see

Who do you *see*? (I *see* [you].)

sees-ssseeee-zzz-sees

[Tim] *sees* [Tanner].

◆◆ 3 SOUND COUNTING

RF.1.2d

Have students segment and count each sound. If appropriate encourage students to count with their fingers.

me-/mmm/•/eee/-me (3 sounds)

see-/sss/•/eeee/-see (2 sounds)

sees-/sss/•/eeee/•/zzz/-sees (3 sounds)

LEARNING FROM MISTAKES

Mistakes are an important part of learning!

- If you hear a mistake, say something like: *Oops, that was hard, but we can get it!*
- Demonstrate the correct response.
- Have the group practice the skill.
- Make sure the individual who made the mistake has an opportunity to demonstrate that he or she worked hard and got it.
- Give descriptive feedback.
[Kristin], you worked hard and now you can read /eee/.

◆◆ 4 SOUNDING OUT SMOOTHLY

RF.1.3b

- Teach students to use one breath as they blend the sounds. Establish a rhythm so that students hold each continuous sound one to two seconds.
- Have students sound out and say each word. Use the words in sentences as needed.
- Provide repeated practice, mixing group and individual turns on each word, independent of your voice.

■ *eeeeeeeeeee-eee*

Someone might say “*eee*” when surprised.

Ssseeee-See

See [Jason] reading his storybook.

sssssssss-sss

A snake might make say “*sss*.”

What might a snake say? (*Sss*)

◆◆ For ELLs and children with language delays, provide repeated and extended practice with the language patterns. See page 10 for tips.

5 DAILY STORY READING

Proceed to the Unit 2 Storybook. See Daily Lesson Planning for pacing suggestions.

6 COMPREHENSION AND SKILL WORK ACTIVITY 4 AND/OR ACTIVITY 5

See pages 49 and/or 53.

UNIT 2 DECODING PRACTICE 4 (See Daily Lesson Planning for story suggestions.)




1. SOUND AND WORD REVIEW Demonstrate an appropriate pace. Have students read the sounds and words in each row.

 Pacing	S	e	I	ee	s
------------	---	---	---	----	---

	e	s	S	ee	I	e
	I	ee	s	I	e	S
	ee	s	I	e	S	I
	s	I	ee	S	e	s

2. STRETCH AND SHRINK Have students orally Stretch and Shrink, then use each word in a sentence.


me-mmmeee-me
see-ssseeee-see
sees-ssseeezzz-sees



Do not have students read the words.

3. SOUND COUNTING Have students orally say and count each sound.

me-/mmm/•/ee/-me (2)
see-/sss/•/eeee/-see (2)
sees-/sss/•/eeee/•/zzz/-sees (3)



Do not have students read the words.

4. SOUNDING OUT SMOOTHLY For each word, have students sound out the word in one smooth breath, then read the word. Demonstrate if needed.



eee



See



sss

5. DAILY STORY READING

BUILDING TOWARD MASTERY

Continue working with the skills on each Decoding Practice until students are confident and accurate.

BUILDING INDEPENDENCE

Some students will try to follow your voice instead of learning to read the sounds and words. Therefore, it is important for you to demonstrate and guide practice only as needed.

Give students many opportunities to respond without your assistance—with groups and individuals. Encourage independence.

WOW! You can read that all by yourselves.



DUET STORY READING INSTRUCTIONS (Units 1–2)

Students read from the Teacher's Storybook, then from their own.
The teacher reads the small text and students read the large text.

COMPREHENSION BUILDING: SL.1.1, SL.1.2, SL.1.3, SL.1.6
DISCUSSION QUESTIONS AND TEACHER THINK ALOUDS

Ask questions and discuss text on the first or second reading when indicated in the storybook in light gray text.

PROCEDURES RF.1.1, RF.1.3b, RF.1.3c, RF.1.3g, RF.1.4a, RL.1.1, RL.1.2, RL.1.3
1. First Reading

Use the Teacher's Storybook.

- Introduce the title of Story 4, "Looking at Me."
Tell students they are going to read a story about things that might be looking at them.
- Have students choral read the student text with you.
Prompt turns by saying something like:
My turn.
Black widow spider on the water spout;
Put your finger under the first big word. Let's read. I see
Echo read and complete the sentence.
I see a spider looking at me. Tiny baby spiders, born in a web;
Put your finger under the next big word. Let's read. I see
Echo read and complete the sentence.
I see spiders looking at me.

Allow the children to read, independent of your voice, as soon as possible.

Repeat with each line of text and with each page.

2. Second Reading
RF.1.1, RF.1.4b

Have students read from their own storybooks.

Have students choral read or take turns, with each student reading one line of student text.

3. Repeated Readings
RF.1.1, RF.1.4b

As time allows, have students take turns, with each student reading one line of student text while others follow with their fingers.

**WHOLE CLASS**

During whole class instruction, use the Teacher's Storybook to demonstrate and guide practice.

SMALL GROUP

During small group instruction, demonstrate and guide practice as needed using the Teacher's Storybook. Then repeat practice as students work from their own storybooks.

Note: Finger Tracking, Small Group

Precede story reading by having students track the large text as needed.

STORY 4, DUET

Looking at Me

Look at the pictures.

Who do you think is looking at you in this story? (Spiders, a monkey . . .)

Predicting

Black widow spider on the water spout;

I see a spider looking at me.

• •

Tiny baby spiders, born in a web;

I see spiders looking at me.

• •

Who is looking at you in this story?

(A black widow spider and baby spiders)

Identifying—
Who



One little monkey sitting in a tree;

I see a monkey looking at me.

• •

Identifying—
Who

Who is looking at you? (A monkey)

"Eee," cries the monkey sitting in his tree.

•

Identifying—
What

What did the monkey cry? (Eee)



STORY 4, DUET

Three big snakes hanging from a tree;

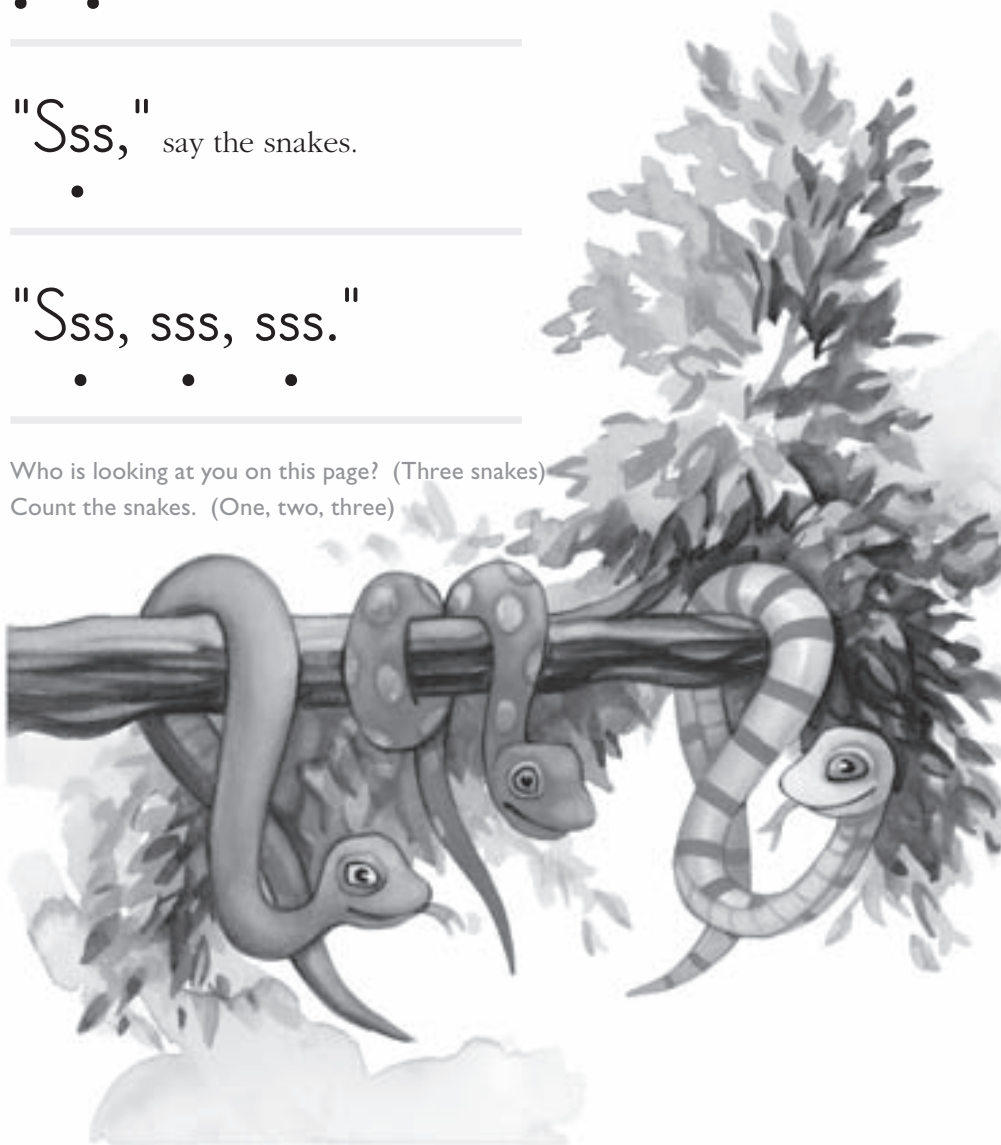
I see three snakes looking at me!
• •

"Sss," say the snakes.
•

"Sss, sss, sss."
• • •

Identifying—
Who

Who is looking at you on this page? (Three snakes)
Count the snakes. (One, two, three)



What do you see?

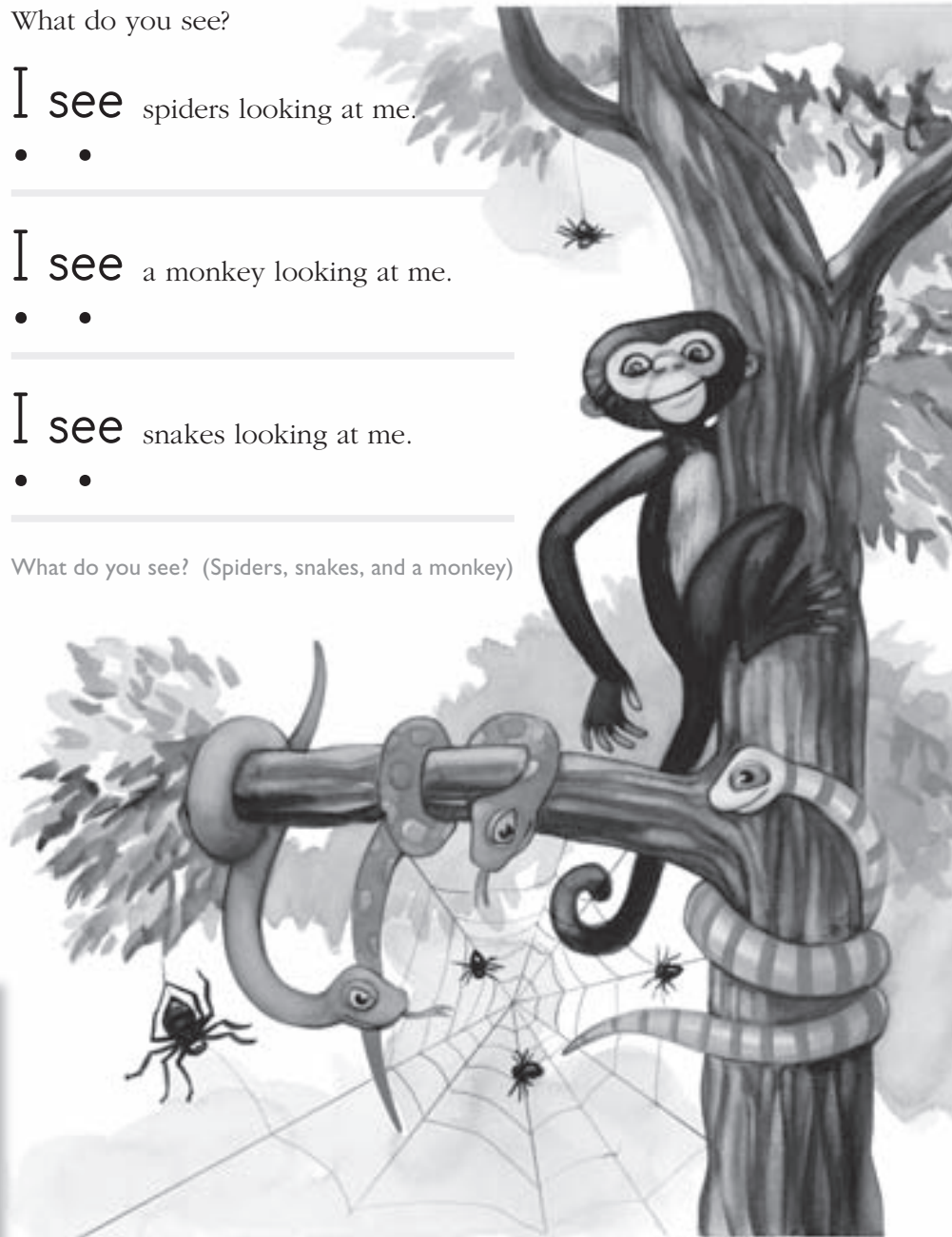
I see spiders looking at me.
• •

I see a monkey looking at me.
• •

I see snakes looking at me.
• •

Identifying—
What

What do you see? (Spiders, snakes, and a monkey)



ACKNOWLEDGING ACCOMPLISHMENTS

After completing the page, say something like:

Pat yourselves on the back.
You just helped me read a story. [Jose], what do you have to be proud of?
(I can read.)



HEARING SOUNDS

Use work pages from the workbook.



ANSWERS

Line 1: sun, tree
 Line 2: hat, snake
 Line 3: duck, spoon
 Line 4: truck, star

UNIT 2 SKILL WORK ACTIVITY 4
 HEARING SOUNDS: For use after Story 4

Name _____ ☆

Beginning Sound

For each row, have students write the sound. Then have them color or circle the picture that BEGINS with that sound.

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PROCEDURES

RF.1.2c, RF.1.2d

Handwriting and Beginning Sound

Demonstrate and guide practice as needed.

- Have students write the beginning sound on the line.
First, you're going to trace the capital letter S. What sound does the S make? (/sss/)
Write S. Remember to leave a finger space between each letter.
- Have students identify the beginning sound.
Look at the box. What letter is circled? (S)
What sound does it make? (/sss/)
The circled S is at the beginning of the dashes, so you're going to find the word that begins with /sss/.
- Have students find the picture word that begins with that sound.
What's the first picture? (Sun)
Stretch out "sun." (/sssuunnn/)
What's the beginning sound in "sun"? (/sss/)
 Repeat with "tree."
- Have students color the picture word that begins with that sound.
Which word begins with /sss/, "sssun" or "tree?" (Sun)
So, in this row you need to color the sun.
 Repeat for rows 2, 3, and 4 as needed.

Alternative: Have students circle the picture word that begins with the sound and cross out the picture words that do not begin with the sound.

PICTURE WORDS

Make sure that students can identify the picture words prior to working independently.

SOUND PRONUNCIATION

- The beginning sound in "tree" and "truck" is /t/ not /tuh/.
- The beginning sound in "hat" is /h/ not /huh/.
- The beginning sound in "duck" is /d/ not /duh/.



SOLO STORY READING INSTRUCTIONS

Solo Stories can be read independently by students. Student text is in large print and is fully decodable based on the letter/sound associations students have learned.

PURPOSE

Solo Stories develop fluency and independence in reading.

COMPREHENSION BUILDING: SL.1.1, SL.1.2, SL.1.3, SL.1.6
DISCUSSION QUESTIONS AND TEACHER THINK ALOUDS

Ask questions and discuss text on the first or second reading, when indicated in the storybook in light gray text.


PROCEDURES RF.1.3b, RF.1.3g, RF.1.4a, RL.1.1, RL.1.2, RL.1.3, RL.1.7
1. First Reading

Use the Teacher's Storybook.

- Introduce the story.
Have students look at the picture and identify what the story is going to be about.
- Preteach the picture words: {bird}, {birds}, {cat}, and {cats}.
Point to the first picture word and have students identify what it is.
Continue with each picture word on the page.
- Point under the words, and have students choral read the story.
Guide with your voice only as needed.
Put your finger under the first big word in the title. Read the title. (I See)
Put your finger under the first big word. Everyone, read. See I {bird}.
Echo read at a normal speaking rate.
Right, it says, "See I {bird}."
Put your finger under the first word in the next line. Everyone, read.
I see 2 {birds}.
Echo read at a normal speaking rate.
Yes, it says, "I see 2 {birds}."
Repeat with each line of text.

WHOLE CLASS

During whole class instruction, use the Teacher's Storybook to demonstrate and guide practice.

SMALL GROUP

During small group instruction, demonstrate and guide practice as needed using the Teacher's Storybook. Then repeat practice as students work from their own storybooks.

2. Second Reading RF.1.1, RF.1.4b

Have students choral read from their own books. Have students point under each word as they read.

3. Third Reading RF.1.1, RF.1.4b

- Have each student read a line of text as the other children track the text with their fingers and whisper read.
- Have individual students read the entire story as the other children track the text with their fingers and whisper read.

4. Homework 2

Have students read the story at home.

STORY 5, SOLO

I See

• •

What do you think this story is about?

Predicting

See 1 .

• • •

I see 2 .

• • • •

See 1 .

• • •

I see 2 .

• • • •

What did you see in this story? (Birds and cats)

What do you think is going to happen? (The cats are going to chase the birds . . .)

Identifying—
What

Predicting

WHAT TO DO IF ...

If a student makes an error during an individual turn, tell the student the word and have the student reread the sentence.

If a student makes an error during a group turn, gently correct the group, and have the group reread the sentence.

In between story readings, practice any difficult words. Practice reading the whole sentence on a white board or chalkboard. Then repeat the story reading.

Keep the focus on accurate and smooth reading.

22

**WE CAN READ!**

This is the students' second Solo Story. When they finish reading the story, have them tell you what they have accomplished.



51



HEARING SOUNDS

RF.1.2c, L.1.1a

Use work pages from the workbook.

UNIT 2 SKILL WORK ACTIVITY 5
HEARING SOUNDS: For use after Story 5

Name _____

Beginning Sound

For each row, have students write the sound. Then have them color or circle the picture that BEGINS with that sound.

CHECKOUT OPPORTUNITY

Listen to your students read individually while others work.



ANSWERS

Line 1: hat, star

Line 2: spoon, dog

Line 3: snake, truck

Line 4: tree, sun

PROCEDURES

Handwriting and Beginning Sound

Demonstrate and guide practice as needed.

- Have students write the beginning sound on the line.
- Have students color the picture word that begins with that sound.

Alternative: Have students circle the picture word that begins with the sound and cross out the picture words that do not begin with the sound.

PICTURE WORDS (Reminder)

Make sure that students can identify the picture words prior to working independently.



End of the Unit

In this section, you will find:

Making Decisions—Small Group

As you near the end of the unit, you will need to make decisions. Should you administer the Decoding Assessment or should you teach Extra Practice lessons?



Unit 2 Decoding Assessment

The Unit 2 Decoding Assessment is located on page 56 and can also be found in the *Assessment Manual*.

EARLY INTERVENTION

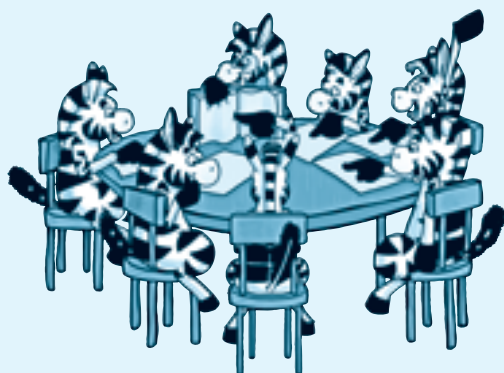
Important Guideline

If a child is having difficulty, intervene early. Extra assistance early on can prevent the need for intensive intervention later.



Certificate of Achievement and Goal Setting

Celebrate your children's accomplishments.



Extra Practice

Lessons and blackline masters for added decoding practice and independent work are provided for students who need extended practice opportunities.

Making Decisions—Small Group

ASSESSMENT READINESS

Assess all students in the group when the children are able to complete decoding tasks from the beginning of a lesson without your assistance with accuracy and fluency.

- If students are ready for the assessment, assess each child individually. If in doubt, assess and reteach or provide Extra Practice lessons as needed.
- If students are not ready for the assessment, proceed to Extra Practice lessons. Administer the unit assessment as soon as students are ready.



GENERAL ASSESSMENT GUIDELINES

★ **Assess all students. Unit 2 is important as students are first assessed on two-sound blending.**

- Assess each student individually, slightly away from other children.
- Place the assessment on the desk so that the child can easily point to assessment items. Sit where the student cannot see your score.
- Score student responses on the Student Assessment Record, adhering to the scoring criteria in the *Assessment Manual*. Record scores on the Group Assessment Record.



INTERVENTION OPTIONS—INDIVIDUALS

1. Add informal practice throughout the day.

EXTRA PRACTICE

Use Extra Practice Blackline Masters for quick, informal lessons.

Tape an Extra Practice paper to a child's desk. Each time you or a helper goes by, have the student read a row. Place a star above each correct response. Have the student take the paper home when it is filled with stars.

2. Find ways to provide a double dose of *Read Well* instruction.
 - Have the student work in his or her group *and* a lower group.
 - Have an instructional assistant, older student, or parent volunteer preview or review lessons.
 - Have an instructional assistant provide instruction with Extra Practice lessons.

★ 3. Consider placement in a lower group.

INTERVENTION OPTIONS—GROUP

1. Extend the unit with Extra Practice lessons.
2. Consider a Jell-Well Review before moving forward. (See the *Assessment Manual*.)
3. Consider placing the group in Intervention A. If this group placed in Unit 1, but is having difficulty with blending, consider providing instruction with Intervention A and B followed by a quick review of Units 1–2.

CERTIFICATE OF ACHIEVEMENT AND GOAL SETTING

When students pass the assessment, celebrate with the Certificate of Achievement. Then, set a team goal.



SUBTEST A. SOUNDS

GOAL 4/4

ee

s

e

S

SUBTEST B. SMOOTH AND BUMPY BLENDING

GOAL 4/4

e
■e
■e
■eee
~~~~~s ee  
■ ■see  
~~~~~

SUBTEST C. TRICKY WORDS

GOAL 1/1

I
.

SUBTEST D. SENTENCE

GOAL 2/2

I see.
. .

SCORING

PASS

NO PASS

If the student needs assistance, the item is incorrect.

The student meets the goals on all subtests. Proceed to Unit 3.

The student fails to meet the goal on 1 or more subtests. Provide additional practice and retest. Consider the student for instruction in Units A and B. See the *Assessment Manual* for additional information.

Certificate of Achievement

This certifies that

_____ ,

on this _____ day of _____ , _____ ,

has successfully completed



Read Well Unit 2

Sounds Mastered: s, e, ee

Words Mastered: I, see

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Team Goal Setting



Our reading team would like to be able to:

We can work on our goal by:

Our teacher will tell us when he or she notices us working on our goal.

Date _____

Student Signature _____

Teacher Signature _____

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◆◆ 1 SMOOTH AND BUMPY BLENDING

Select from Blending Cards 1, 2, 5, 6, and 7.

(If students have successfully completed Preludes A and B, select from Cards 1–7.)

◆◆ 2 STRETCH AND SHRINK

me-mmmeee-me

Look at *me*.

Sam-Sssaaamm-Sam

Are you *Sam*? (No, I'm [Aurora].)

see-ssseeee-see

Who do you *see*? (I *see* [you].)

3 SOUND DICTATION

Have students write each sound, then check and correct.

/sss/ at the beginning of “snake” with small letter s

/eee/ at the beginning of “emu” with small letter e

/eeee/ as in “see” with two small letter e's

◆◆ 4 WORD DICTATION

Have students count the sounds in each word with their fingers, identify and write each sound, and then read the word.

see Who do you *see*? (I *see* [you].)

I I am [Mr. Z]. Who are you? (I am [Hailey].)

The first word is “see.” Who do you see? I see you.

We're going to count the sounds in “see.”

Tell me the first sound. Hold up one finger. /sss/

Tell me the next sound. Hold up two fingers. /eeee/

How many sounds are in “see”? (Two)

Tell me the first sound. (/sss/) Write it.

Tell me the next sound. (/eeee/) Write it with two small letter e's.

Do Smooth Blending. (/ssseeee/) Read the word. (see)

Who do you see? I see you.

The next word is “I.” I am [Mr. Z]. Who are you? (I am [Hailey].)

Tell me the word. (I) Write it.

5 VOCABULARY

- Have students identify each picture and use it in a sentence.

Put your finger under the emu. What happened to the emus in our story?

- Repeat with “farmer” and “snake.”

6 SENTENCES

- Have students read the sentence.
- Repeat, mixing group and individual turns, independent of your voice.

7 DAILY STORY READING

Proceed to Extra Practice Activity 1.

- Have students read each sentence from the unassembled book.
- Repeat, mixing group and individual turns, independent of your voice.

8 EXTRA PRACTICE ACTIVITY I—CHECKOUT OPPORTUNITY

- Have students cut, assemble, color, and read the book.

- ◆◆ For ELLs and children with language delays, provide repeated and extended practice with the language patterns. See page 10 for tips.

CAUTION

Your children may not need Extra Practice. If in doubt, assess students and include Extra Practice only if needed.

DICTATION

- Demonstrate and guide practice as needed.
- Have students check and correct.




1. SMOOTH AND BUMPY BLENDING Select from Blending Cards 1, 2, 5, 6, and 7. (If students have successfully completed Preludes A and B, select from Cards 1 through 7.)

2. STRETCH AND SHRINK Have students orally Stretch and Shrink, then use each word in a sentence.

3. SOUND DICTATION Have students write each sound, then check and correct: /sss/ at the beginning of "snake," /eee/ at the beginning of "emu," /eeee/ as in "see."

me-mmmeee-me
Sam-Sssaaamm-Sam
see-ssseeee-see



Do not have students read the words.



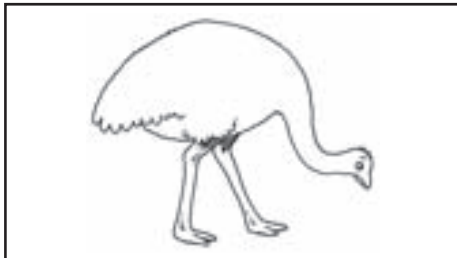
_____	_____	_____
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_____	_____	_____

4. WORD DICTATION Have students count the sounds in each word, identify and write each sound, and then read the words: "see" and "I."

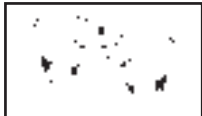




5. VOCABULARY Have students identify each picture and use it in a sentence.



6. SENTENCES Have students read the sentence.

I see  .

7. DAILY STORY READING

Spiders, Monkeys, and Snakes, Oh, My!



"Oh my! What do you see slithering down the road?"

"I see 2 .

• • • •

6

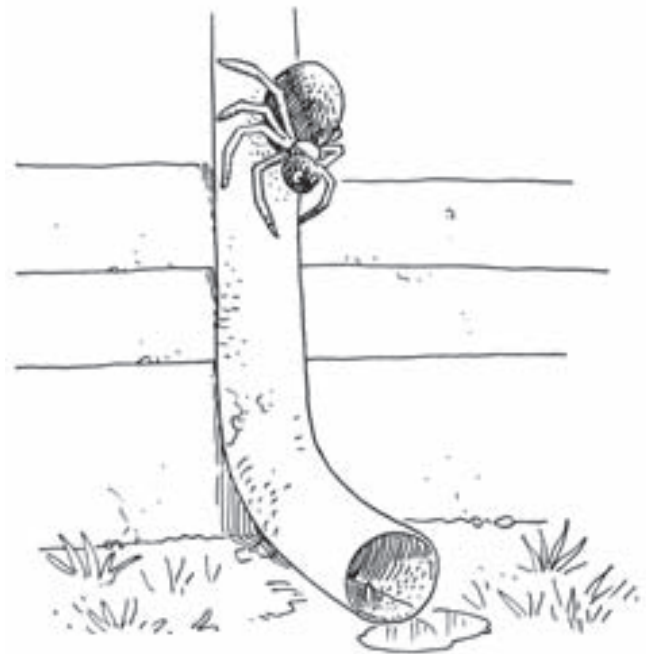


"Look high in the branches. What do you see?"

"I see 2 .

• • • •

4



"What do you see on the water spout?"

"I see 1 .

• • • •

1



This book belongs to:

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Dear Parents:

This is a Duet Story. Please read the small print to your child, and have your child read the large print.

Discuss the pictures. Have fun, and congratulate your child on a job well done.

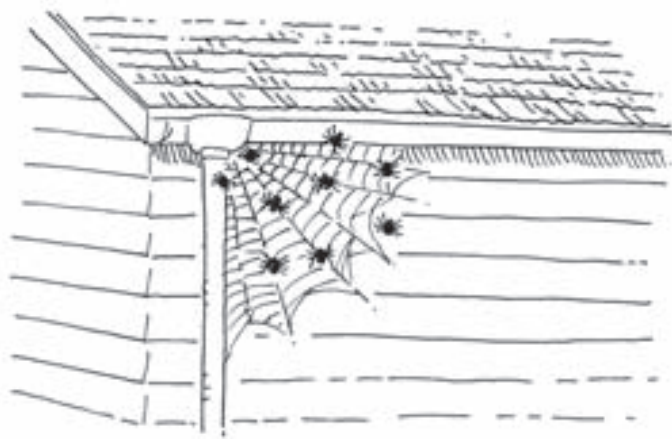
Thank you for your encouragement and enthusiasm.

"What do you see there, under the rock?"

"I see |  ."

• • • •

5



"What do you see there, waiting in the web?"


"I see |  ."

• • •

2



"Why are you looking up in the tree?"

"See |  ."

• • •

3

◆◆ 1 SMOOTH AND BUMPY BLENDING

Select from Blending Cards 1, 2, 5, 6, and 7.

(If students have successfully completed Preludes A and B, select from Cards 1–7.)

◆◆ 2 STRETCH AND SHRINK

am-aaamm-am Who are you? (I *am* [Miguel].)
me-mmmeee-me Look at *me*.
See-Ssseeee-See See me.

CAUTION

Your children may not need Extra Practice 2 through 4. If in doubt, assess students and include only if needed.

3 SOUND DICTATION

Have students write each sound, then check and correct.

/eee/ at the beginning of “emu” with small letter e

/SSS/ at the beginning of “Snake” with capital letter S

/eeee/ as in “see” with two small letter e’s

◆◆ 4 WORD DICTATION

- Have students count the sounds in each word with their fingers, identify and write each sound, and then read the word.

I I am [Mr. Z]. Who are you? (I am [Hailey].)

See See me.

The first word is “I.” I am [Mr. Z]. Who are you? (I am [Hailey].)

Tell me the word. (I) Write it.

The next word is “See.” See me.

We’re going to count the sounds in “See.”

Tell me the first sound. Hold up one finger. (/Sss/)

Tell me the next sound. Hold up two fingers. (/eeee/)

How many sounds are in “see”? (Two)

Tell me the first sound. (/Sss/) Write it with capital letter S.

Tell me the next sound. (/eeee/) Write it with two small letter ee’s.

Do Smooth Blending. (/Ssseeee/) Read the word. (See)

See me.

**HAVE STUDENTS
CHECK AND CORRECT.**



5 SOUNDING OUT SMOOTHLY

- Have students sound out and say each word. Use the words in sentences as needed.
- Provide repeated practice, mixing group and individual turns on each word and each row.

6 SENTENCES

- Have students read the sentence.
- Repeat, mixing group and individual turns, independent of your voice.

7 DAILY STORY READING

Proceed to Extra Practice Activity 2.

- Have students read each sentence.
- Repeat, mixing group and individual turns, independent of your voice.


8 EXTRA PRACTICE ACTIVITY 2—CHECKOUT OPPORTUNITY

◆◆ For ELLs and children with language delays, provide repeated and extended practice with the language patterns. See page 10 for tips.

1. SMOOTH AND BUMPY BLENDING Select from Blending Cards 1, 2, 5, 6, and 7.
(If students have successfully completed Preludes A and B, select from Cards 1–7.)

2. STRETCH AND SHRINK Have students orally
Stretch and Shrink, then use each word in a sentence.

am-aaamm-am
me-mmmeee-me
See-Ssseeeee-See



Do not have students read the words.

3. SOUND DICTATION Have students write each sound, then check and correct: /eee/ at the beginning of “emu,” /SSS/ at the beginning of “Snake,” /eeee/ as in “see.”



_____	_____	_____
-----	-----	-----
_____	_____	_____

4. WORD DICTATION Have students count the sounds in each word, identify and write each sound, and then read the words: “I” and “See.”






5. SOUNDING OUT SMOOTHLY For each word, have students sound out the word in one smooth breath, and then read the word.

❁ see	Sss	eee
❁❁ sss	See	see

6. SENTENCES Have students read the sentence.

I see  .

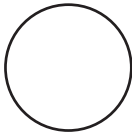

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7. DAILY STORY READING

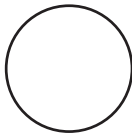

Name _____

I See

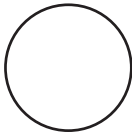
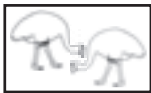
• •

See 1  .

• • • •

I see 1  .

• • • •

See 2  .

• • • •

Tell students to fill the circles above with three different colors.
Have students read the sentences, then color the emus below accordingly.



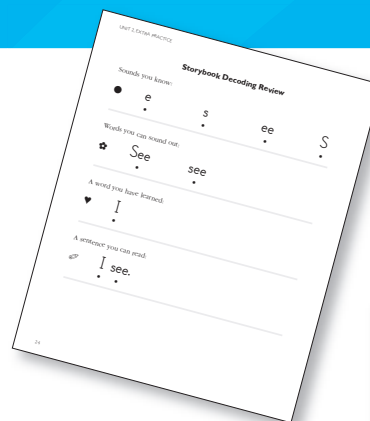
EXTRA PRACTICE 3

1 STORYBOOK DECODING REVIEW

For each row, mix group and individual turns, independent of your voice.

2 STORYBOOK REVIEW—UNIT 2, WARM-UP: FINGER TRACKS

- Guide student reading, gradually increasing rate.
- Mix group and individual turns on the stories, independent of your voice.
- Repeat practice. While one student reads, have others track the text with their fingers and whisper read.



CAUTION

Your children may not need Extra Practice 3 and 4. If in doubt, assess students and include only if needed.

3 EXTRA PRACTICE ACTIVITY 3—CHECKOUT OPPORTUNITY

- Have students cut out the Letter Cards.
(While students are cutting out their cards, listen to individuals read a Solo Story.)
- Have students arrange the cards in the blank row at the top of their Letter Card Grids to create the words and sounds “eee,” “sss,” “see,” and “See.”
For each letter sequence or word, say something like:
Using your Letter Cards, write /eee/ with three letter e's.
Put e in the first box. What goes in the next box? (e) What goes in the next box? (e)
- Have students arrange and glue the letters in the remaining rows to create “sss” in the first row, “See” next to the picture word “see,” and “see” next to the picture word “see.”

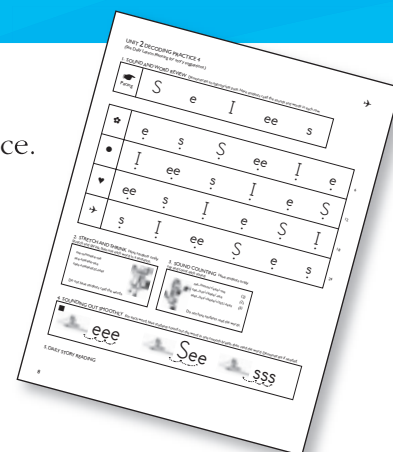
EXTRA PRACTICE 4

1 DECODING PRACTICE 4 REVIEW

For each row, mix group and individual turns, independent of your voice.

2 SOLO STORY REVIEW—UNIT 2, STORIES 3 AND 5

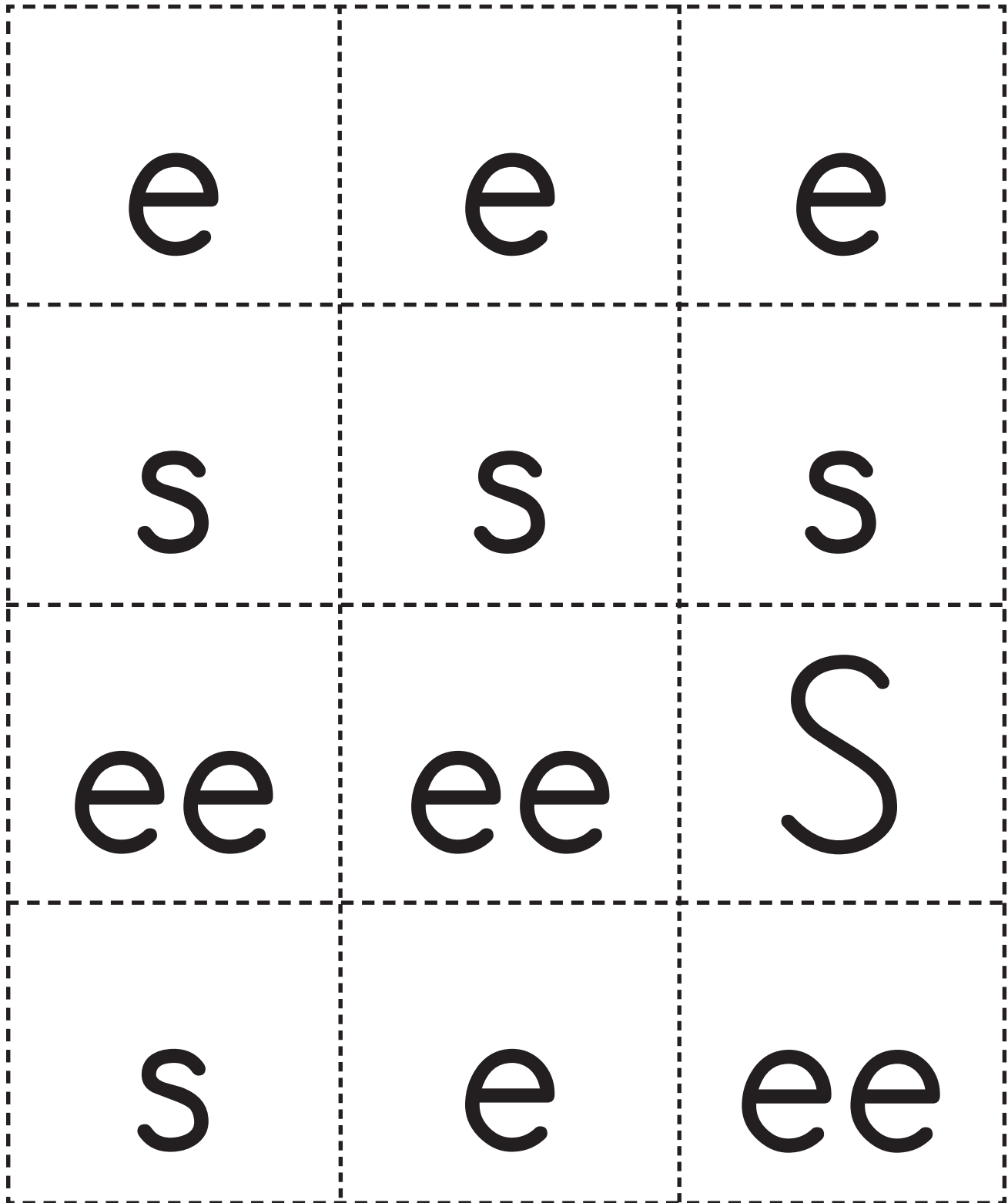
- Guide student reading, gradually increasing rate and emphasizing expression.
- Mix group and individual turns on the stories, independent of your voice.
- Repeat practice. While one student reads, have others track the text with their fingers and whisper read.



3 EXTRA PRACTICE ACTIVITY 4—CHECKOUT OPPORTUNITY

- Have students cut out the Memory Cards. (While students are cutting out their cards, listen to individuals read a Solo Story.)
- Once the cards have been cut out, have the group play Memory.
Using one set of cards, spread the cards out in rows with the words facing down.
Have students take turns, turning two cards over that they think might match.
Each time a card is turned over, have the group identify the word.
(If the word is a Pattern Word, have students sound it out.)
If the words match, have students set the pair off to the side.
If the words do not match, have students turn the cards back over and try again.



Letter Cards



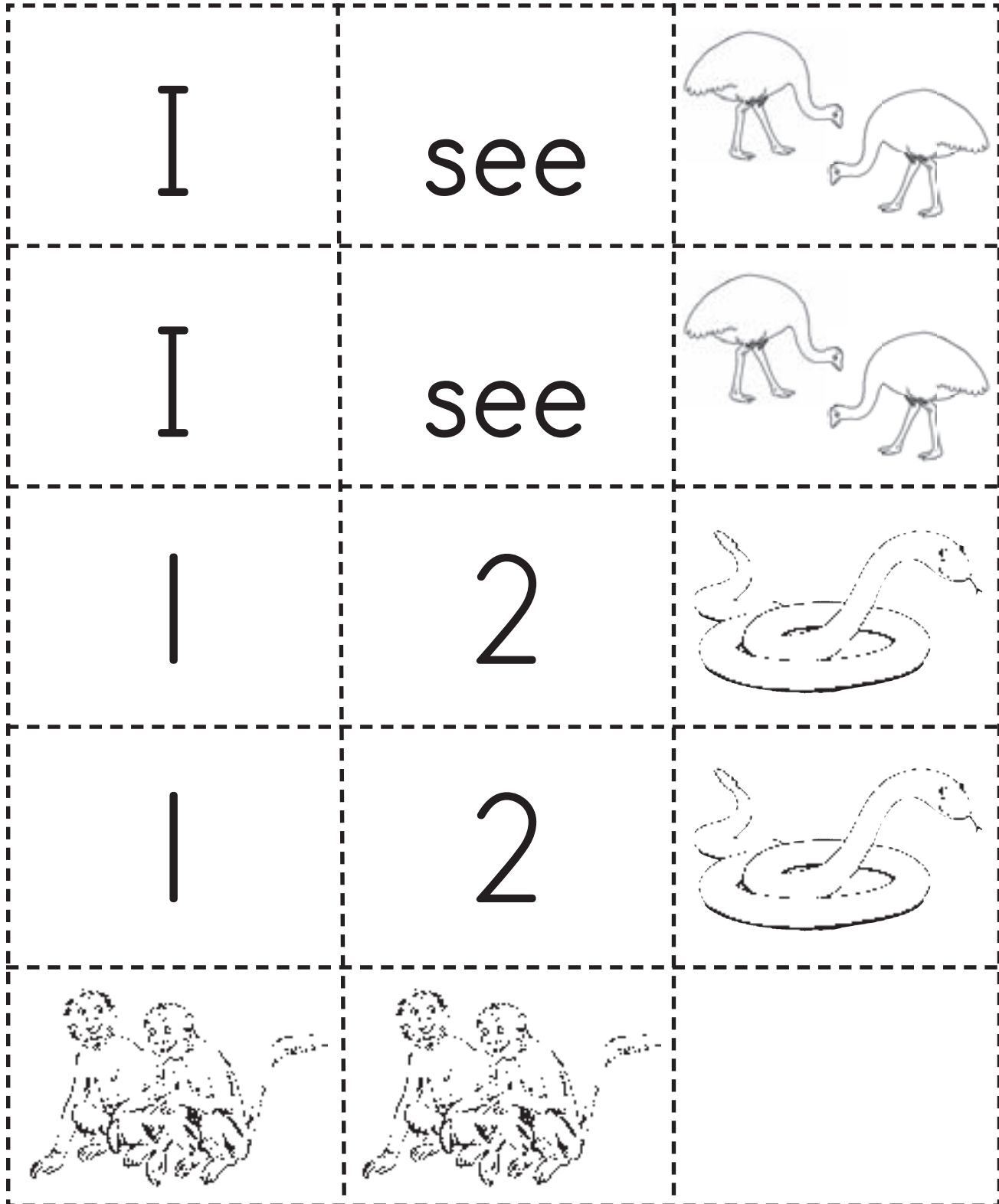
Name _____

Letter Card Grid

--	--	--

S	S	S
	S	
		ee

Memory Cards



Note: The Memory Cards can also be used to create sentences.