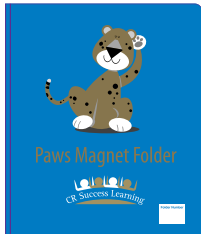


## Lesson Plans for

### Small Steps Book 1: *Sam the Cat*

#### ■ Magnetic Folder Lesson Days 1, 3, and 4 (Before Reading)

Materials: Magnetic Folder with letter tiles for consonants, short vowels, *sh*, *th*



Spell Words  
(Do one chain  
per day)

Show the tile *sh*. “Let me show you a special tile. It has a team of two letters that make a brand new sound. Say /sh/. When you see these two letters together, they spell /sh/.” Repeat for the tile *th*, which spells /th/. Use the voiced sound, as in *that*.

“The first word is \_\_\_\_\_. Let’s pinch the sounds. Now pull down the letter tiles to spell the word. Let’s check by pointing to the letters and saying the sounds, then reading the word.”

“Next we will spell \_\_\_\_\_. Say the new word with me.”

“Say the sounds in \_\_\_\_\_ and push up the tile that is not correct. Out with /\_ / and in with /\_ /.”

“Check the new word by saying the sounds and then reading the word. The next word is...”

Possible chains: sad pad pat hat hash  
mat pat pad had bad  
bag rag tag lag lash

Read Words  
(Do one chain  
per day)

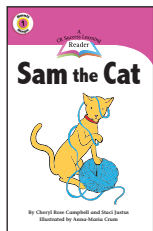
“I will make a word and you will read it.”

Possible chains: jam ram ham hash cash cat  
rat ran man map mash  
bat bash rash rat that

## ■ T.R.I.C.K.y Word Instruction

### Day 1 (Before Reading)

Book: *Sam the Cat*



Black Line Master:

*T.R.I.C.K.y Word Practice Worksheet*  
(located in the General folder)

Name _____ Date _____	
Rainbow trace	Imitate by copying

T.R.I.C.K.y Word Practice © 2019 Success Learning, LLC

Materials: Markers

Find in Text

Print words on a sheet of paper. Read words with student. **“These words are tricky, so we will study them.”**

a no the

Have student find each word in the text and then read sentence with the word: a (p.3), no (p.4), the (p.4).

Prepare

Make one copy of the T.R.I.C.K.y Word Practice worksheet.

Using a pencil, print each word in the first column.

Practice

**T**alk about why each word is tricky.

a You must remember that this is pronounced as /u/.

no You will learn that /O/ can be spelled with the letter o at the end of words.

the You just learned that th spells /th/. The e is a tricky spelling for /u/.

**Rainbow Trace:** Have the student trace the word with three different colored markers. Have the student say the word as s/he traces it.

**Imitate by Copying:** Have the student copy the word.

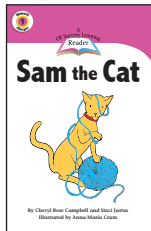
**Cover:** Have student fold over the paper to cover it and print the word from memory.

**Keep on Guard and Check Your Work:** Have student unfold the paper and check the word.

## ■ Language Lesson

### Day 2 (Before Reading)

Book: *Sam the Cat*



Materials: Punctuation Cards (print on index cards)

.	?	!	“ ”	,
---	---	---	-----	---

Summary

“Sam is the family cat. He is curious and rather naughty. Dad is sometimes mad at Sam, but he loves him, too.”

Schema

“Who has a pet? Does your pet ever get into things he shouldn’t?”

Punctuation

Period, exclamation mark

Chant

Read the chant several times.

“No! No! Sam!”

We tell our cat.

“Not on this!”

“Not on that!”

Wrap-Up (optional)

Have student use the phrase, “Not on the...” orally about what a cat might lie on.

## ■ Vocabulary

### Day 2 (Before Reading)

Black Line Master:

*Small Steps Book 1 Words-Phrases*

**Sam the Cat**

Green Words

● can	cap	Dad
▲ has	jam	lap
■ mad	map	nap
◆ pat	ran	sad
★ Sam	sat	van

**Sam the Cat**

Red Phrases

● Dad and Sam
▲ in the jam
■ is sad
◆ No, no!
★ not on the van
✱ on Dad's lap

Yellow Words

● and	in	is
▲ on	no	

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Focus Word

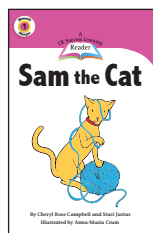
Our focus word is *pat*. It means to touch lightly, several times, with the palm of your hand. Usually, you *pat* to show that you are happy with a person or a pet. I will give you examples of the word *pat* in sentences. If it is a good example, show me thumbs up. If it is not a good example, show me thumbs down: I gave my brother a *pat* on back. I will *pat* the goldfish. I will *pat* my cat. I will *pat* the fork. Tell me what you *pat*.”

Words/Phrases

1. Student silently reads words.
2. Student chorally reads words with you.
3. Give definition for a word; student looks, touches, says word.
4. Read phrases while student reads silently; student echoes the phrases.

## ■ Guided Reading Day 2 (During Reading)

Book: *Sam the Cat*



I Do

**“Let’s look at each picture and talk about our story.”** Discuss each picture. Reinforce the phrase, **“Not on the…”** by showing and reading the lines with this phrase on pages 4 and 6. Print the phrase on a dry-erase board and ask student to read the phrase with you.

We Do/You Do

**“We will read the first page together. Then you will read to me.”** Listen to the student and note his/her accuracy and fluency. If a student struggles with either accuracy or fluency, use the 2-2-2 Coaching Method.

**2nd mistake** – Begin reading with the student s/he makes a second mistake. Point above words while student points below words.

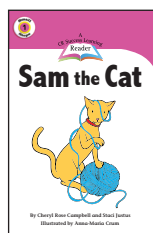
**2 pages** – Read 2 pages with student. Read with expression and fluency.

**2 omissions** – As you read, leave out 2 words for student to read; choose words that the student is able to read with confidence.

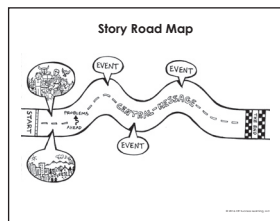
*\*If you are working with a group of students, ask all students to “whisper read.” Move to each student and listen to him/her read, using the 2-2-2 Coaching Technique if needed.*

## ■ Comprehension Discussion Day 3 (After Reading)

Book: *Sam the Cat*



Black Line Master: *Story Road Map*  
(located in the General folder)



Reread

Reread the text chorally with the student.

Discuss Story  
(refer to Story  
Road Map)

**Who were the main characters?** (Retell)

**Describe how you picture Sam in your mind.** (Sensory Images)

**Where did the story take place?** (setting) (Retell)

**What was the problem?** (Retell)

**What happened at the beginning?** (Retell)

**What happened next? And then?** (Retell)

**What happened at the end?** (Retell)

**How did Dad feel at the beginning?** (Feelings)

**How did Dad feel at the end?** (Feelings)

**Do you think Sam will continue to get into trouble?** (Prediction)

**What connections did you make when you read this story?** (Connections)

## ■ Comprehension (Retell) and Writing

### Day 4 (After Reading)

Black Line Master:  
*Small Steps Sentence Frame Book 1*

Reread

Alternate rereading (by page or by line) with the student.

Retell

Ask student to use Story Road Map to retell the story.

Writing Connection

Have student read the sentence frame and orally complete the sentence. Then have the student write. Guide the spelling, as needed, by having the student listen to sounds s/he can identify and helping the student with irregular words or high phonetic spellings.

## ■ Reader's Theater

### Day 5 (After Reading)

Black Line Master:  
*Small Steps Book 1 Reader's Theater*

Hand out Script

Read through the entire play, using strategies such as Echo Reading or Choral Reading. Discuss punctuation and expression.

Assign Parts

Have student choose a part to read. Read the other part(s).

Change Parts

Reread play after changing parts.

## ■ Assessment

### Day 5 (After Reading)

Black Line Master:  
*Small Steps Fluency Check Book 1*

Ask Student to Read

Record student's responses

Graph Results

Aim for a growth of 1-2 words in Words Read Correctly each week of assessment.