

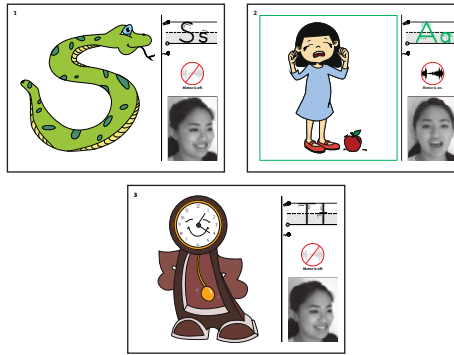
I can say the ending sound of a word.



Photo Card

Photo Cards 1-3, 11, 12, 21, 26, 29-35, 53, 55, 57, 66, 71, 73

I can say the sounds for *s*, *a*, *t*.



Sound Cards 1-3

I can print *s*, *a*.



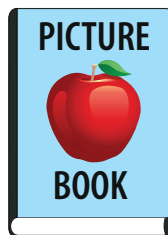
HRH pp. 18-21

I can show the gesture for *s*, *a*, *t*.



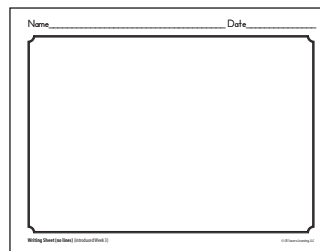
Gesture Poster

I can count the words in a sentence.



Alphabet Books

I can draw a picture and label parts of it by drawing lines.



Writing Sheet
(with no lines)



Master the Method

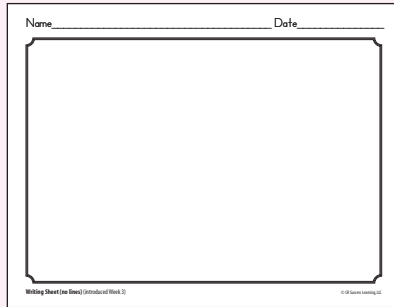
Start	Phonemic Awareness Procedures – (Identifying Ending Sounds)
MTM-2	
Start	Handwriting – The Handwriting Lesson
MTM-15	
Start	Comprehension – Concepts of Print Map and Book List (Alphabet Books)
MTM-29	
Start	Writing – Anchor Lesson (Pictures and Labels)
MTM-36	
Start	Phonics – Sound-Symbol Correspondence Lesson
MTM-8	

Read, Read, Read Center

Alphabet Books (MTM-29)
Students name things in pictures that begin with the letter sound.

Writing Center

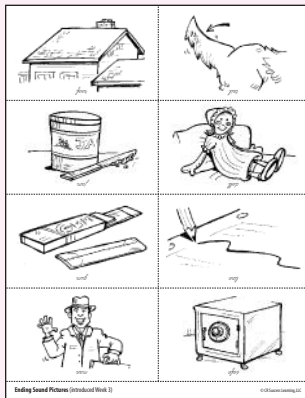
Students draw pictures with labels.



Writing Sheet (no lines)

Phonemic Awareness Center

Students match the two cards that end with the same sound. See Center Introduction on Monday.



Ending Sound Pictures

Teacher Preparation

HRH pages are referenced in color. Use HRH Workbooks or copy pages from the HRH CD.

Gather Durable/Previously Prepared Materials



Week 3

Make Copies
 (per student unless indicated)

Centers

Trade books for Read, Read, Read Center

Writing Sheet (no lines)
 Ending Sound Pictures (*1 copy per two students, cut apart*)

Whole Group

A, My Name is Alice (Bayer)
 The Book Map
 Sound Cards 1, 2, 3
 Photo Cards 1-3, 11, 12, 21, 26, 29-35, 53, 55, 57, 66, 71, 73
 Water bottle with large rubber band
 Bridge Picture
 Paws Picture Card
 Gesture Poster
 Bag with objects *see Tuesday for list*
 Soccer or playground ball

Train Game (*1 copy, color engine green, caboose red*)
HRH pp.18-21

Independent Work and Progress Monitoring

Assessment Notebook (Anecdotal Notes)

Home Connection

Family Letter Week 3
 Coloring Page s
 Coloring Page a

Hi-5 Card Week 3 Hang by door
Learning Targets Week 3 One copy on clipboard

Adjustment for Four-Day Week

Combine the activities of Wednesday and Thursday. Complete one Phonemic Awareness activity (Hold That Sound). Teach both the Sound-Symbol Correspondence and the Handwriting for *a*.

Literacy Centers

Center Introduction

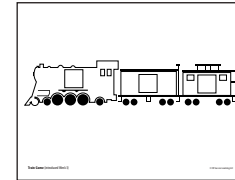
Explain the literacy center, listed on the previous page. Explicitly model the materials and procedure of each center. For the Phonemic Awareness center, say the following: **“This week you will match picture cards by their ending sound. Let’s name the pictures: roof, doll, man, safe, gum, line, jam, tail.”**

Phonemic Awareness

- BLM Train Game

Anchor Lesson to Teach Concept of Ending

Show BLM Train Picture. **“We have been learning about beginning sounds. Now we will listen for ending sounds. Let’s talk a little about beginning and ending. If this is the beginning of the train (point to the engine), then this part (point to caboose) is the _____. Yes, ending. Now we will learn to listen to the ending sound of words.”**



Train Game

Phonemic Awareness



- Large rubber band stretched around a water bottle

Snap That Sound An Ending Sound Activity

Warm Up Play Echo Game. **“I will say a sound and you will echo it: /f/, /l/, /m/, /s/, /n/, /z/.”**

I Do **“I will stretch out the word run by saying its sounds very slowly as I pull out the rubber band. When I say the ending sound, I will let go of the rubber band with a snap!”** Demonstrate this action by holding the bottle in your right hand and pulling the band with your left while you slowly say /r/ /u/ and saying the ending sound /n/ distinctly when you snap the rubber band. **“The ending sound of run is /n/.”**

We Do **“Let’s do one together.”** Repeat with the word *dog*.

You Do **“Now I will say a new word and snap the rubber band when I say the ending sound. I call on one of you to repeat the ending sound; then we will all say it.”** After the student has responded, ask the class to repeat the word and the ending sound. Suggested words are *puff, bell, rim, fan, moss, live, box, buzz, cough, fill, hem can, house, fox, jazz*.



During the lessons that follow, if a student struggles identifying the ending sound, provide the visual cue of stretching the rubber band and letting go as you say the ending sound.

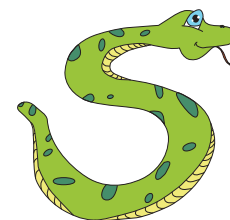
Phonics



- Sound Card 1
- Gesture Poster

Sound-Symbol for s

Follow the Sound-Symbol Correspondence Lesson on the back of the Sound Card.



Hang the Gesture Poster for teacher reference.

Comprehension



- A, My Name is Alice Jane Bayer
- The Book Map

Concepts of Print Mini-Lesson

Vocabulary words, spaces
Key Phrases Spaces are boundaries for words. Spaces break up words.
Introduction *Note: This book is long, so you will only read certain pages.* Read the first page. Point to the sentences below the picture as you explain spaces and words using the Vocabulary and Key Phrases. **“Let’s read some other pages. Who can tell me what letter of the alphabet their name begins with?”** That student and others with the same starting letter will stand while you read that page. Repeat with another letter as time allows.

Phonemic Awareness



- Objects:
 /f/ plastic knife, scarf, leaf
 /l/ ball, nail, bell
 /m/ dime, gum, drum
 /n/ button, crayon, pen
 /s/ glass, purse, necklace
 /v/ five, glove, clove
 /sh/ dish, brush, fish

The Same Game An Ending Sound Activity

Warm Up Play Echo Game. **“I will say a sound and you will echo it: /n/, /l/, /r/, /s/, /f/, /m/, /sh/.”**Prepare Display dime, gum, drum.
I Do **“These objects all end with the same sound. Listen: dime, gum, drum! What sound do they end with? Yes, /m/. Now I will add another object.”** Place purse after drum. **“Let’s name each object. Which ones end with the same sound? Yes, dime, gum, drum all end with the same sound, /m/. Let’s try another.”**
We Do Display 4 objects; three of which end with the same sound. Name each object together with the students. Say, **“Turn to your partner and name the three objects that end with the same sound. Show me a thumbs-up when you have the answer.”** Call on a partner group to say the ending sound, then confirm their answer. Example: **“Yes, ball, nail, bell all end with /l/.”** Continue with new objects as long as students are engaged.

Handwriting



- Sound Card 1
- HRH pp.18, 19
- Coloring Page s

The Letter s

Follow the Handwriting Lesson on the back of the Sound Card using HRH Workbook page 18. Students will complete page 19 independently.



The letter s is called a Foul Ball Letter. It starts as a ball letter but then it curls like a snake.



Send home the Coloring Page for this letter.

Phonemic Awareness



- Photo cards 3, 12, 21, 26, 30, 31, 34, 39, 53, 55

Hold that Sound An Ending Sound Activity

- I Do “We will listen for ending sounds. I will say a word and hold the ending sound as long as I have breath. Listen.” Show photo card 30. “This is a dressssssss. The ending sound is /s/.”
- We Do “Let’s do these together. Remember to hold the ending sound as long as you can.” Show each photo card and hold the ending sound, then identify the ending sound again by saying it quickly.

Onomatopoeia Fun! An Ending Sound Activity

- I Do “Let’s stand and play with some fun words. I will say a word. You will repeat my word and stretch out the ending sound as long as you can. Watch how I jump when I say the ending sound and then hold the sound like I am flying.”
- We Do Demonstrate with the word *buzz*. Say the word while you jump and land on the ending sound, holding your arms up and out in front as you hold the sound, *buzzzzzzzzzzzz*.
- We Do Repeat with these words:
- | | | | |
|------|-------|-------|---------------------------------------|
| hum | hiss | achoo | grin |
| purr | swish | puff | moo |
| whiz | boom | howl | bang (<i>Model the /ng/ sound.</i>) |

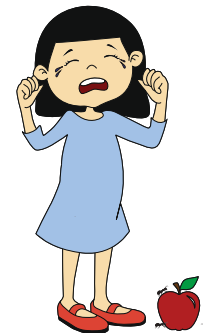
Phonics



- Sound Card 2

Sound-Symbol for a

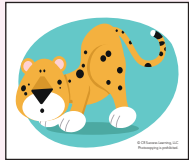
Follow the Sound-Symbol Correspondence Lesson on the back of the Sound Card.



Phonemic Awareness



- Photo Cards 29, 32, 33, 35, 57, 66, 71, 73
- Anecdotal Notes
- Paws Picture Card



Where's Paws? An Ending Sound Activity (AN)

Warm Up Play Echo Game. **“I will say a sound and you will echo it: /l/, /m/, /z/, /s/, /n/, /sh/.”**

Prepare Display three Photo Cards under the numbers 1, 2, 3 written on the board. (See page 12 for explicit directions.) Name each card with the students.

We Do **“Close your eyes. I will hide Paws under one of our cards.”** Place the Paws Picture Card under one of the cards. **“Open your eyes. Paws is hiding under the photo that ends with (say an ending sound for the card hiding Paws). “Show me the number for the photo you think is hiding Paws.”** Confirm the answer by lifting the identified card and reveal Paws. Then replace one of the pictures, rearrange the order, and repeat the activity. Be sure to name the pictures with the students.

Week 3
Thursday



Anecdotal Notes

Identification of Ending Sounds

1. Quick correct response without prompts
2. Hesitant response, needs prompts, inconsistent
3. Non-response or incorrect response

Handwriting



- Sound Card 2
- HRH pp. 20, 21
- Coloring Page a

The Letter a

Follow the Handwriting Lesson on the back of the Sound Card using HRH Workbook page 20. Students will complete page 21 independently.



Send home the Coloring Page for this letter.

Writing



- *A, My Name is Alice*
Jane Bayer
- Chart, markers

Picture with Labels Mini-Lesson

Teach the Anchor Lesson for Week 3, as described on page MTM-36. As students draw pictures and use labels next week, provide specific feedback to students. You can suggest more details. You can assist with labeling.

Phonemic Awareness



- Ball
- Photo Cards 1-3, 11, 31-35
- Anecdotal Notes

Roll the Ball An Ending Sound Activity (AN)

Prepare Have students sit in a circle. Join students by sitting in the circle; hold the ball.

Warm Up Play Echo Game. “**I will say a sound and you will echo it: /s/, /m/, /z/, /f/, /n/, /v/, /l/, /sh/.**”

I Do “**Today we will play *Roll the Ball*. I will be the first player. I will hold the ball and look at a photo card.**” Hold up photo card #31. “**Here is a giraffe. The ending sound is /f/. Am I correct? Then, tell me, *Roll the ball!* I will roll the ball to one of you.**”

We Do After the ball is rolled, stand behind the person who now has the ball. Hold the card so the class can see the photo but the player cannot. Have the class name the animal and the player will tell the ending sound. Then have the class confirm that the ending sound is correct by calling out, “**Roll the ball!**” Continue with the new player.



Anecdotal Notes

Identification of Ending Sounds

1. Quick correct response without prompts
2. Hesitant response, needs prompts, inconsistent
3. Non-response or incorrect response



Stop to analyze results. See Analysis page following Friday’s lesson.

Phonics



- Sound Card 3

Sound-Symbol for t

Follow the Sound-Symbol Correspondence Lesson on the back of the Sound Card.



AN Identifying Ending Sounds (continuous consonants)

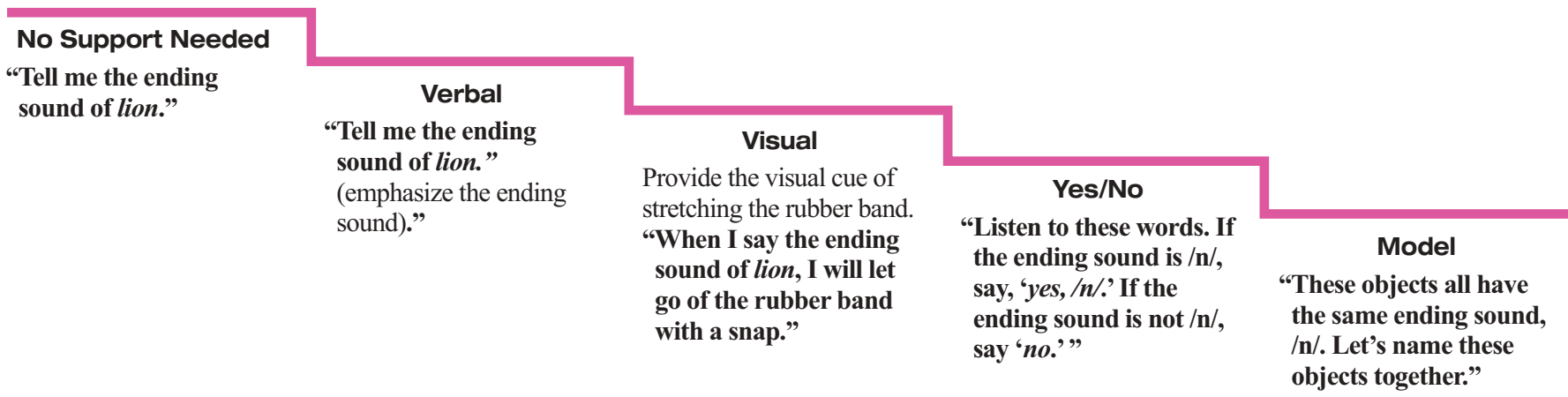
Students will identify the ending sound in words that end with continuous consonant sounds.

DIFFERENTIATION

<p>1 Got It</p>	<p>Student consistently and immediately responds by identifying the ending sound.</p> <p style="text-align: right;">Next Steps ➤</p>	<p>Continue with week 4 instruction.</p>
<p>2 Getting It</p>	<p>Student inconsistently responds with correct sound. Student may hesitate or need extra prompting to respond correctly.</p> <p style="text-align: right;">Next Steps ➤</p>	<p>Continue with Week 4 instruction. Scaffold instruction with appropriate levels of support.</p>
<p>3 Needs to Grow</p>	<p>Student doesn't respond or gives an incorrect answer.</p> <p style="text-align: right;">Next Steps ➤</p>	<p>Continue with week 4 instruction. Scaffold instruction as shown below. If possible, arrange for small group intervention using Week 3 activities.</p>

Scaffolding Instruction for Non-Proficient Students

Use the following examples as guides to adjust prompts and provide the correct levels of support.




I can practice the words and phrases in *The Big Box*.

What's in the box?
A silly little bug.
Uh, oh! Now it's on the rug.

What's in the box?
A fuzzy brown moth.
Uh, oh! Now it's on the cloth.

What's in the box?
A lovely butterfly.
Uh, oh! Now it's in the sky!

What's in the box?
Baseball cards that stay!
And never get away!



BLM 25 Chant
(The Big Box)

Four Step Vocabulary
Choose 4 words with these letters: h, b, x, u, g, t, u, r, e

- big box bug but
- can cut get has
- his in is it
- Jim lid moth not
- on pet then thin
- this tip up

T.R.I.C.K.y Words and Phrases
New T.R.I.C.K.y Words and Common Words

away here put for my see
butterfly oh card

Phrases

- a box for cards
- is not here
- can not get away
- Jim puts a moth
- he can not see
- my pet butterfly

Advanced Choose 4 Words

- grass lift slit

BLM 25 Four Step Vocab
(The Big Box)

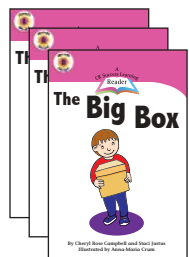
I can read the T.R.I.C.K.y Words *her, make, about* and play *Read My Mind*.

her make

about



I can read and understand *The Big Box*.



Guided Reading Set

Name _____

This is my pet _____

It lives in _____

BLM 25 Sentence Frame Writing

I can print the capital letters *A, Q, G*.



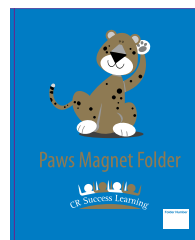
HRH p. 106

I can write two details to support a main idea.

Name _____ Date _____






Writing Sheet (4 lines)

I can read words with the suffix *-ing*.



ing

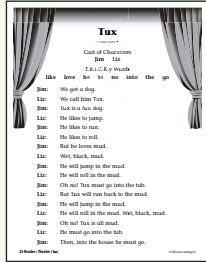
Master the Method

	Guided Reading
	Handwriting – Capital Letters
	Phonics - Complete Folder Lesson
Start MTM-33	Comprehension – Main Idea Map and Book List
	Writing – Anchor Lessons (Connected Sentences for Main Idea)
	T.R.I.C.K.y Words

Read, Read, Read Center

- Previous Small Steps Books
- Trade Books Text-to-Text Connection with *The Big Box Bugs! Bugs! Bugs!* (Barner)
- I Love Bugs* (Sturges)
- In the Tall, Tall Grass* (Fleming)

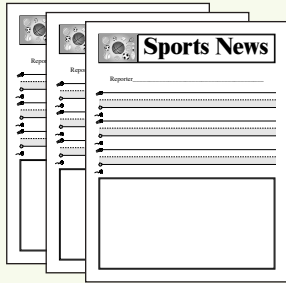
(Read aloud before placing in Center.)



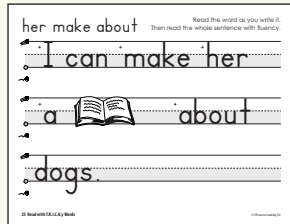
Reader's Theater
(Tux)

Writing Center

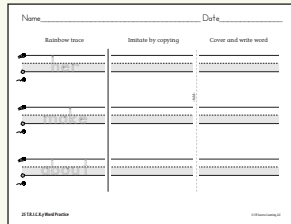
Replenish as necessary.



T.R.I.C.K.y Word Center

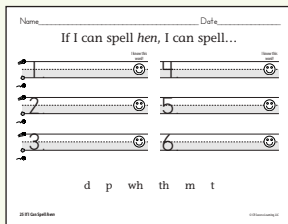


BLM 25 Read with
T.R.I.C.K.y Words



BLM 25 T.R.I.C.K.y Word
Practice

Word Work Center



BLM 25 If I Can Spell *hen*

Teacher Preparation

HRH pages and 4-Step Vocabulary are shown in color. Use BLMs if necessary.

Gather Durable/Previously Prepared Materials



Week 25

Make Copies
(per student unless indicated)

Centers

Trade Books, Small Steps puppets, Small Steps books (Read Center)
News Writing Sheets

If I Can Spell *hen*
T.R.I.C.K.y Word Practice
Read with T.R.I.C.K.y Words
Reader's Theater (*Tux*)

Whole Group

Grumpy Bird (Tankard)
The Hanger Map
T.R.I.C.K.y Word Cards *her, make, about*
Magnetic Folders Prepare predictable chart for T.R.I.C.K.y Words *see Monday*
Handwriting Card

Spelling Journal Page

Small Group

The Big Box books
T.R.I.C.K.y Word Cards *away, here, put*
Punctuation Anchor Chart
The Story Map

Chant (1 copy only)
Four-Step Vocabulary
The Hanger Map (2 copies)

Independent Work and Progress Monitoring

Assessment Notebook (Fluency Checks)
HRH Workbooks

Sentence Frame
Writing Sheet (4 lines) - preprinted with first sentence: *Sometimes we have to change our plans.*
Fluency Check *The Big Box* (5 copies)
HRH p. 106

Home Connection

Family Letter Week 25
Take-Home Book (2-sided)

Hi-5 Card Week 25 Hang by door

Learning Targets Week 25 One copy on clipboard

Adjustment for Four-Day Week

Combine the activities of Tuesday and Wednesday. Complete Wednesday's Folder Lesson but do all six words for the Spelling Journal. Do the Focus Word and 4-Step Vocabulary as a whole group lesson (use BLM copies).

Whole Group

Literacy Centers

Center Introduction

Model and check for students' understanding of all new centers and explicitly teach how to use materials.

T.R.I.C.K.y Words



- T.R.I.C.K.y Word cards *her*, *make*, *about*
- Prepared Predictable Chart

Introduction of *her*, *make*, *about*

Print Word	Give Definition	Teach Tricky Part	Be Detectives
her	belonging to a girl	You will learn that /er/ can be spelled with <i>er</i> .	her here thre her herd peer
make	build something	You will learn that /A/ can be spelled with <i>a</i> -consonant-silent <i>e</i> .	lake made make take make mane
about	I will tell you about my house.	Some words that start with /u/ are spelled with <i>a</i> . You will learn that /ow/ can be spelled with <i>ou</i> .	robot about alone house bout about

Predictable Chart

Name said, "She will make up a story about her ____."

Scarlett said, "She will make up a story about her dream."

Joseph said, "She will make up a story about her cat."

Small Group

Guided Reading



- BLM 25 Chant (one copy)
- Punctuation Anchor Chart

Grammar and Syntax

Summary "Jim puts insects in his box but the insects keep getting away."

Connections "Do you like bugs? Have you ever caught an insect and put it in a box? How would you take care of an insect?"

Punctuation Display Punctuation Anchor Chart.
Print on board and ask students to read:
ABC. DEF? GHI! JKL? MNO. PQR? STU! VWX. Y and Z!
ABC! DEF. GHI? JKL. MNO! PQR? STU! VWX. Y and Z?

Chant Read the chant several times; invite students to join in the reading.

Whole Group

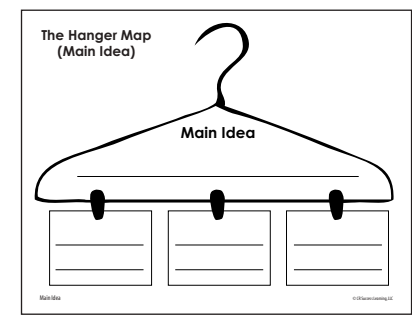
Comprehension



- Grumpy Bird
Jeremy Tankard
- The Hanger Map

Main Idea Mini-Lesson

Vocabulary *details, author's message*
 Key Phrases What lesson is the author trying to teach?
 Introduction **“When was the last time you were grumpy?”**
 Allow 2 min. share. **“In this story, Bird wakes up too grumpy to fly. Let’s read to find out what happens.”**
 After Reading Show The Hanger Map. **“Most of the time, an author is trying to tell us something through his or her story. This Hanger Map will help us think about the author’s message or main idea and name some details from the story. I will write the main idea here in the hanger and together, we will think of three details that support it.”**
 Suggested Main Idea: *Friends can help us feel better when we are grumpy.*



The Hanger Map

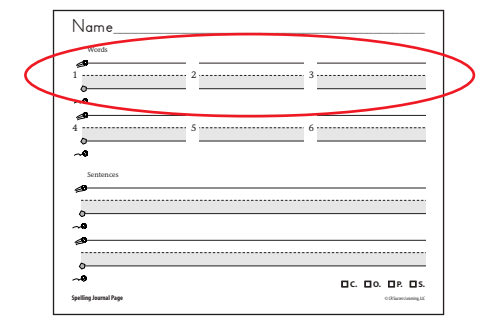
Phonics



- Magnetic Folders
- BLM Spelling Journal Page

Folder Lesson

a Spell Sounds: /b/, /d/, /ch/, /u/, /r/, /n/, /k/, /qu/, /th/, /z/²
a Read Sounds: h, e², p, z, th, u², -es *more than one*, -ing *act of doing*
v a n Spell Words: **bad, bed, bid, bud, bug, big, dig**
j a m Read Words: math, mat, that, rat, rut, rust, rusting
 Spelling Journal: 1. **hid** 2. **moth** 3. **bug**



Spelling Journal Page

Small Group

Guided Reading



- Set of *The Big Box* books
Or use BLM 25 Four-Step Vocabulary

Focus Word and 4-Step Vocabulary

Focus Word **“Our focus word is slit. It means a thin cut.”** Use the focus word in several sentences as examples and non-examples. Students will determine correct use by showing thumbs-up or down.
 Example: **The knife made a slit in the box.**
 Non-Example: **I tripped on a round slit in the grass.**
 4-Step Distribute copies of the BLM or ask students to turn to pages 18, 19 in their books. Follow the steps which are listed in the column on the right. This lesson will frontload vocabulary and promote fluency for words and phrases.

Four-Step (Closed Syllables)

1. Choral read.
2. Say word; student finds, reads.
3. Say definition; student finds, reads.
4. Random point; student reads.

Advanced /T.R.I.C.K.y Words

1. Echo read.
2. Say word, student finds, reads.

Phrases

1. Echo read.
2. For each phrase, have student find/read ____ (advanced or T.R.I.C.K.y word). Reread phrase chorally.

Whole Group

T.R.I.C.K.y Words



- Word Wall and Color Poster
- Dry Erase Boards

Read My Mind Word Wall Work

Play the game as before. Example: **“This word has 5 letters. Its first sound is /u/, which is spelled with an A. The tricky part is the spelling for /ou/. Write what you think the word is.”** After the students have written the word, say, **“This word means in connection with, as in *about my house*.”** Point to *about* on the Word Wall; have students check their work.

Continue by choosing several of these words: *look, into, for, go, love, here, very, put, away, my, her, make, about*

Phonics



- Magnetic Folders
- BLM Spelling Journal Page (from Tuesday)

Folder Lesson

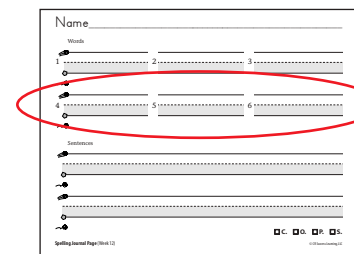
Spell Sounds: **“Use the back of your Folder. When I say the sound, you will point to the letter, and then trace it as you say it.”**
Row 1 /a/, /b/, /e/ 2 /f/ /j/ 3 /o/ /p/ 4 /t/ 5 /x/

Read Sounds: p, e², wh, n, a², -ing^{act of doing}

Spell Words: **pet, get, wet, wit, it, in, thin**

Read Words: cut, but, bat, that, than, then, when

Spelling Journal 4. **pet** 5. **ox** 6. **when**



Spelling Journal Page

Small Group

Guided Reading



- Set of *The Big Box* books
- T.R.I.C.K.y Word Cards *away, here, put*
- Anecdotal Notes

Whisper Reading (AN)

I Do **“Today we will read *The Big Box*. This book has all the short vowels. Let’s look at the pictures and talk about the story.”**

We Do Hand out books. Show card for *away*. **“Let’s look for *away* on page 17. When you find it, frame it with your index fingers. Let’s read the sentence with this word.”** Repeat for *here* (p. 10) and *put* (p. 11 – with suffix –s).

You Do **“We will read the first three pages together and then you will read in a whisper voice. I will listen to each of you. While I am listening, everyone is reading. If you finish, reread the story.”**
While students whisper read, listen to each student read. If a student makes 2 errors, use the 2-2-2 Coaching Method (see MTM-25).



Anecdotal Notes

Informally measure accuracy by noting errors per 20 words read (approximately 4 sentences). If a student self-corrects, it is not an error. Do not count repeated errors of the same word.

1. Makes 0-1 errors; expressive
2. Makes 2 errors; hesitant at times
3. Makes 3+ errors; disfluent



Stop to analyze results. See Analysis page.

Phonics



- Magnetic Folders
- BLM Spelling Journal Page (from Wednesday)

The Folder Lesson



Spell Sounds: /i/, /e/, /u/, /o/, /a/, /b/, /x/, /g/, /v/, /d/



Read Sounds: Suffixes: -s², more than one, -es^{more than one}, ing^{act of doing}, ch, th



Spell Words: ox, box, bog, big, bag, beg, peg



Read Words: “Today we will read syllables that are not real words.” thox, thod, rod, rond, rand, vand, vanding



Spelling Journal: **The white lid is on the box.**

_____ _____

Extension: “Turn your paper over; write about what is in the box.”

Spelling Journal Page

Guided Reading



- The Story Map
- The Hanger Map (one copy)
- Set of *The Big Box* books
- BLM 25 The Big Box Take-Home Book
- Print on sticky notes:
 - Jim likes boxes.
 - Jim fixes a box for his pets.
 - Jim is a twin.
 - Jim's pets get away.
 - Jim puts cards in the box.

Comprehension Discussion

Reread Choral read *The Big Box*.

Discuss Ask retell, visualizing, and main idea questions.

“What connections did you make to the story?”

“Let’s use the Story Map to retell the story.” Do a complete retell.

“How do you picture Jim’s box?”

“On page 9, the last sentence is: *This is my pet bug.* What does *this* mean in this sentence?”

Show Hanger Map. “Let’s talk about the main idea of the story.

It is: *Sometimes we have to change our plans.* Print this

statement on the Hanger Map. Show the five sticky notes with events from the story (see left column); have students select the three that fit the main idea (*shown in italics*). Place these three sticky notes on the hanging squares The Hanger Map.

Send home a copy of *The Big Box Take-Home Book* with each student

The Hanger Map

Writing



- *The Big Box* (one copy)
- Chart paper/marker

Sentence Writing for Main Idea Mini-Lesson

Emphasis Writing details to support main idea
 I Do **“What was the main idea of *The Big Box*? Yes, sometimes we have to change our plans. I will write the main idea.”** Write on chart: *Sometimes we have to change our plans. “Now I will write two details about a time this happened to me: My friend was sick, so I had to play by myself.”*
 You Do **“During independent work you will write about a time you had to change your plans.”**

Independent Work and Centers



- HRH p. 106
- Handwriting Card *Capital Letters*
- BLM 25 Sentence Frame
- Preprinted BLM Writing Sheet (4 lines)

Capital Letters A, Q, G, Sentence Frame and Main Idea Writing

I Do Print A, Q, G on the board. Use the Handwriting Card to explain these capital letters, which the students will practice on HRH p. 106. Then show the sentence frame. **“After you finish the handwriting sheets, you will write your own story.”** Read sentence frame and accept several verbal suggestions from students. Show Writing Sheet. **“Last, you will write about a time that you had to change your plans.”**
 You Do Students work independently and then move to centers for the remainder of the time.



Use completed sentence frame sheets to publish collection a class book titled, *Our Pets*.

Progress Monitoring

- Assessment Notebook

Fluency Check *The Big Box*

Assess 5 students individually (approximately 10 minutes per student). Students read the book, while the teacher marks the Fluency Check.

Record results for these 5 students on the Student Record Sheet.

Name	Date
Fluency Check for <i>The Big Box</i>	
She runs in the box.	5
It has a lid.	9
She can run fast.	14
She can't see out.	19
She gets a frog.	22
She puts in the box.	25
She puts on the box.	30
She puts on the box.	33
"This is not my frog," said Jim.	36
"This is not my frog," said Jim.	39
Then Jim looks in the box.	43
He can't see out the top.	46
"Oh, no!" Jim said.	49
"My frog is not here!"	52
She puts in the box.	55
She puts on the lid.	58
"This is not my frog," said Jim.	61
Then Jim lifts up the lid.	64

BLM Fluency Check *The Big Box*

AN Student reads VC and CVC words in connected text with 95% accuracy.

During Guided Reading, the teacher will listen to each student read and evaluate using the 1-2-3 method (see Wednesday).

Differentiation Map

Record results of AN on the Differentiation Map. This data should determine the placement of students in guided reading groups.

Fluency Check

Translate information to *I Read With My Teacher*, which provides specific information to the student.



Student Goals

Choose one method described on pages A-10 and A-11 to celebrate achievement.

Fluency Check for *The Big Box*

Jim has a big box.	5	He can not see the moth.	105
It has a lid.	9	"Oh, no!" said Jim.	109
Jim cuts into the lid.	14	"My pet is not here!"	114
He cuts a thin slit.	19	Jim gets a butterfly.	118
Jim gets grass.	22	He puts it in the box.	124
He puts it in the box.	28	He puts on the lid.	129
Jim gets a bug.	32	"This is my pet butterfly."	134
He puts it in the box.	38	said Jim.	136
He puts on the lid.	43	Then he lifts up the lid.	142
"This is my pet bug," said Jim.	50	He can not see the butterfly.	148
Then Jim looks in the box.	56	"Oh, no!" said Jim.	152
He can not see the bug.	62	"My pet is not here!"	157
"Oh, no!" Jim said.	66	Jim puts his cards in the box.	164
"My pet is not here!"	71	He puts on the lid.	169
Jim gets a moth.	75	"Cards can not get away."	174
He puts it in the box.	81	he said.	176
He puts on the lid.	86	"This is not a box for pets.	183
"This is my pet moth," said Jim.	93	But it is a box for cards."	190
Then Jim tips up the lid.	99		

Words Correct: (Total Number of Words - Errors) _____ wcpm
 Accuracy: (Words Correct/Total Number of Words) _____ %

Errors		New Errors but Mark	
Substitution: _____	Omission: _____	Self-correction: _____	Repetition: _____
Text: _____	Text: _____	Text: _____	Text: _____
Insertion: _____	Teacher Talk: _____	Insertion: _____	Apparal: _____
Text: _____	Text: _____	Text: _____	Text: _____

*If the same word is inserted/omitted, count only as one error.

Fluency Check for *The Big Box* © 2015 Pearson Learning, LLC

BLM Fluency Check *The Big Box*

I read with my teacher today!

Name _____
Date _____

I read this book _____

I read T.R.I.C.K.y Words

I	he	for
a	we	love
the	over	here
see	she	very
no	little	away
of	they	my
to	like	put
me	are	about
play	you	her
too	now	make
said	be	your
one	into	name
two	look	day
three	go	school

I pointed as I read _____
 I read VC, CVC words _____
 I fixed words when _____
 I needed to _____
 I read Smoothly _____
 I read with expression _____
 I used picture clues _____
 I understood what _____
 I was reading _____

A word I figured out... _____
 A word that was hard... _____

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I Read With My Teacher

DIFFERENTIATION

<p>1 Got It</p>	<p>Student makes 1 error or none in 20 words. Student reads with confidence and expression.</p> <p>Next Steps ➤</p>	<p>Continue with Week 26 instruction.</p>
<p>2 Getting It</p>	<p>Student makes 2 errors in 20 words. Student occasionally hesitates or rereads.</p> <p>Next Steps ➤</p>	<p>Continue with Week 26 instruction. Provide extra support:</p> <ul style="list-style-type: none"> • Encourage one-breath blending • Use the error correction for Read Words: Cover word. Say, "You said ____." Uncover word. Ask, "Is that what you see?" • Provide extra practice reading CVC words with all 5 short vowels
<p>3 Needs to Grow</p>	<p>Student makes 3 or more errors in 20 words. Student frequently hesitates, rereads, or stops to sound out words.</p> <p>Next Steps ➤</p>	<p>Repeat reading <i>The Big Box</i> while also practicing reading CVC words with the 5 short vowels. Provide these supports:</p> <ul style="list-style-type: none"> • Use the error correction for Read Words as shown above • Model and encourage one-breath blending • Check knowledge of T.R.I.C.K.y words • Provide extra practice in word, phrase, and sentence reading • Use the 2-2-2 Coaching Method