

# Sample Lesson Overview: Level 1

## Lesson Plan #1 Title: Ace it! Lesson 4

Supporting Documents for Plan #1:

Teacher's Guide and reproductions of Student Workbook pages to support the following lesson objectives:

Phonics	Identify long vowel sounds in single-syllable words. Apply phonetic rules to decode words with long vowel sounds.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Ask and answer questions to demonstrate understanding of key details in a text. Describe characters in a story, using key details. Use illustrations and details in a story to describe its characters, setting, or events.
Vocabulary	Determine the meaning of content words used in text. Distinguish shades of meaning among verbs. Use a glossary to alphabetize words and to determine the meanings of content words.

## Lesson Plan #2 Title: Ace it! Lesson 12

Supporting Documents for Plan #2:

Teacher's Guide and reproductions of Student Workbook pages to support the following lesson objectives:

Phonics	Apply phonetic rules to decode words with the consonant digraphs ch, sh, or ck. Use understanding of syllabication rules to decode words that contain the consonant digraphs <u>ch</u> , <u>sh</u> , or <u>ck</u> .
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Compare and contrast fiction and nonfiction passages.
Vocabulary	Determine the meaning of content words used in text. Use context as a clue to the meaning of an unfamiliar word.

### **Lesson Plan #3 Title: Ace it! Lesson 22**

Supporting Documents for Plan #3:

Teacher's Guide and reproductions of Student Workbook pages to support the following lesson objectives:

Phonics	Apply phonetic rules to decode words with the vowel digraph <u>ie</u> .
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Explain major differences between books that tell stories and books that give information. Identify the main idea and retell key details. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Use illustrations and details to describe key ideas of a text.
Vocabulary	Determine the meaning of content words used in text. Use context as a clue to the meaning of an unfamiliar word. Use a glossary to alphabetize words and to determine the meanings of content words.

## LESSON OBJECTIVES

Phonics	Identify long vowel sounds in single-syllable words. Apply phonetic rules to decode words with long vowel sounds.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Ask and answer questions to demonstrate understanding of key details in a text. Describe characters in a story, using key details. Use illustrations and details in a story to describe its characters, setting, or events.
Vocabulary	Determine the meaning of content words used in text. Distinguish shades of meaning among verbs. Use a glossary to alphabetize words and to determine the meanings of content words.

Phonics 18 minutes	Fluency 7 minutes	Comprehension 18 minutes	Vocabulary 7 minutes
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## Lesson Materials

- Ace it! Student Workbook*
- Ace it! Anthology: Glossary*
- Dry-erase boards, dry-erase markers, erasers
- Pencils

## SKILL DEFINITIONS

### Phonics

**Long Vowel Sounds:** /ā/ as in cake; /ē/ as in eve; /ī/ as in kite; /ō/ as in robe; /ū/ as in mule; /ōō/ as in blue

### Fluency

**Fluency:** Reading with accuracy, proper speed (rate), and expression

**Accuracy:** Reading words without making mistakes

**Speed (rate):** Reading at an appropriate pace

**Expression:** Showing feeling when reading

### Comprehension

**Details:** Small pieces of information from a story or text that often answer the questions who, what, when, where, and why. Details can be added together to make a bigger idea.

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**Characters:** The people or animals in a story

**Using Illustrations:** The illustrations, or pictures, show details about the story's setting, characters, and action.

## Vocabulary

**Content Words:** Words from a text that are important to understanding the content of the text

**Verbs:** Words that name actions

**Shades of Meaning:** Understanding differences between the meanings of words (for example: look, peek, glance, glare)

**Glossary:** An alphabetical list of important vocabulary words and their definitions, similar to a dictionary, and found at the end of a book

## LESSON PLAN

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Welcome:

2 minutes

**NOTE:** Greet the students by name and take attendance. State Lesson Objectives for today.

*During today's lesson, we will listen for long vowel sounds in words. We will practice reading a story quickly and easily. Then, we will describe characters in a story. Finally, we will learn some new vocabulary words.*

## PHONICS

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Introduction:

3 minutes

### A) Access Prior Knowledge

*We are going to start our lesson by learning a phonics skill. When we learn about phonics, we focus on words and the sounds of word parts.*

*We have been talking about vowels. The letters a, e, i, o, and u are vowels. Every word must have at least one vowel in it.*

*When we say the sounds of vowels, they are either short or long.*

*What are the short vowel sounds? (/a/, /e/, /i/, /o/, /u/)*

*Today we will talk about long vowel sounds.*

### B) Skill Introduction

*Let's look at some words with long vowel sounds.*

**NOTE:** Write the words cake, eve, kite, robe, mule, and blue on the dry-erase board.

*Listen as I read each word: cake, eve, kite, robe, mule, blue.*

**NOTE:** Point to each word as you read it.

Direct Skill Instruction and Guided Practice

10 minutes

**NOTE:** Point to the word cake.

# LESSON 4

*Read this word with me: cake.*

**NOTE:** Circle the letter a in the word cake.

*The word cake has the /ā/ sound. It is the same sound as the name of the letter a. Do you hear it? Let's say the long a sound together: /ā/. This word has another vowel at the end: the letter e. This final e is silent. We don't hear its sound.*

*Now you are going to practice listening for the /ā/sound in some words. Stand up if you hear /ā/in the words that I say. Sit down if you do not hear /ā/.*

**NOTE:** Say the first word. Wait for students to respond by standing up or sitting down. Then, move to the next word. This should be a quick activity.

WORD	RESPONSE
<i>mad</i>	sit down
<i>made</i>	stand up
<i>cap</i>	sit down
<i>cape</i>	stand up

**NOTE:** Point to the word eve.

*Read this word with me: eve.*

**NOTE:** Circle the first letter e in the word eve.

*The word eve has the /ē/ sound. It is the same sound as the name of the letter e. Do you hear it? Let's say the long e sound together: /ē/. This word has a final e. We know that the final e is silent.*

*This time, when I say some words, you will listen for the /ē/sound. Stand up if you hear /ē/in the word. Sit down if you do not hear /ē/ in the word.*

**NOTE:** Say the first word. Wait for students to respond by standing up or sitting down. Then, move to the next word. This should be a quick activity.

WORD	RESPONSE
<i>meet</i>	stand up
<i>met</i>	sit down
<i>red</i>	sit down
<i>reed</i>	stand up

**NOTE:** Point to the word kite.

*Read this word with me: kite.*

**NOTE:** Circle the letter i in the word kite.

*The word kite has the /ī/ sound. It is the same sound as the name of the letter i. Do you hear it? Let's say the long i sound together: /ī/. This word has a final e. We know that the final e is silent.*

*It's time to listen for the /ī/sound in some words. Stand up if you hear /ī/. Sit down if you do not hear /ī/.*

# LESSON 4

**NOTE:** Say the first word. Wait for students to respond by standing up or sitting down. Then, move to the next word. This should be a quick activity.

WORD	RESPONSE
<i>tie</i>	stand up
<i>big</i>	sit down
<i>sit</i>	sit down
<i>bike</i>	stand up

**NOTE:** Point to the word robe.

*Read this word with me: robe.*

**NOTE:** Circle the letter o in the word robe.

*The word robe has the /ō/ sound. It is the same sound as the name of the letter o. Do you hear it? Let's say the long o sound together: /ō/. This word has a final e. We know that the final e is silent.*

*Now you will listen for the /ō/sound in some words. Stand up if you hear the /ō/ sound. Sit down if you do not hear the /ō/ sound.*

**NOTE:** Say the first word. Wait for students to respond by standing up or sitting down. Then, move to the next word. This should be a quick activity.

WORD	RESPONSE
<i>rope</i>	stand up
<i>frog</i>	sit down
<i>boat</i>	stand up
<i>got</i>	sit down

**NOTE:** Point to the words mule and blue.

*Read these words with me: mule, blue.*

**NOTE:** Circle the letter u in the words mule and blue.

*Long u can make two sounds. The word mule has the /ū/ sound. It sounds like the name of the letter u. Do you hear it? Let's say this sound together: /ū/.*

*The word blue has the /ōō/ sound. Do you notice the difference? Let's say this sound together: /ōō/.*

*Now you will listen for the /ū/ or /ōō/ sounds in some words. Stand up if you hear /ū/ or /ōō/. Sit down if you do not hear /ū/ or /ōō/.*

**NOTE:** Say the first word. Wait for students to respond by standing up or sitting down. Then, move to the next word. This should be a quick activity.

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WORD	RESPONSE
<i>gum</i>	sit down
<i>glue</i>	stand up
<i>use</i>	stand up
<i>up</i>	sit down

## Independent Practice

5 minutes

**Turn to the Lesson 4 Phonics page in your workbook. Let's review the page together.**

**NOTE:** Review directions and ask students to restate the directions. Review the names of the pictures: mice, wave, tube, bone, seed. Have the students complete the activity independently. Then, review the completed activity as a group.

### Differentiation ↑

When students have completed the page, they should write five new words with long vowel sounds. Have students write the new words at the bottom of the page.

### Differentiation ↓

Say each word together. Have students circle the vowel sound they hear for each word. Then, direct students to write the words for wave, tube, and bone at the bottom of the page. Remind students that each word should have a final e.

## FLUENCY

### Text Introduction

7 minutes

#### A) Introduce Passage

**Now we are going to practice reading with fluency. We know that reading with fluency means that we read the words correctly, at the appropriate speed, and with the right amount of expression.**

**Practicing fluency helps us become better readers. When we are accurate, we read without making mistakes. When we read with the right amount of speed, we read at a good pace. When we read with expression, we show feeling.**

**Turn to the Lesson 4 Fluency passage, "Mike Can Bake," in your workbook.**

#### B) Modeling

**I will read the passage first, and I want you to follow along. Then, we will read the passage together.**

**NOTE:** Orient students to the page and introduce the fluency passage. Read the passage aloud to students, modeling appropriate speed and expression. Students should follow along.

#### C) Read Aloud

**NOTE:** Invite students to join you in reading aloud the fluency passage. Then, if time permits, allow them to Whisper Read individually.

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*During our next session, you will have a chance to read this passage again as we continue to focus on becoming fluent readers. Start thinking about the goals you would like to set for yourself.*

## D) Fluency Follow-up

**NOTE:** Talk about reading with accuracy, speed, and expression as it applies to this passage, focusing on punctuation.

*Pay attention to punctuation when you are reading. Here are some rules to think about as you read:*

*Pause when you see a comma in a sentence.*

*Stop when you get to a period, question mark, or exclamation point at the end of a sentence.*

*Let your voice go up at the end of a sentence that ends with a question mark.*

*Use expression when saying a sentence that ends with an exclamation point.*

*Make your voice sound like the character who is speaking when a sentence is in quotation marks.*

## E) Phonics Application

*Now, we are going to find some long vowel words in this passage. We will use what we know to read the words.*

**NOTE:** Focus on these words: bake, he, rice, robe, blue. Say one word at a time and have students find the word. Students may underline or circle the word in the passage. Read the word together before finding the next word.

# COMPREHENSION

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## Introduction

3 minutes

### Introduce Skill in Isolation

*We are now going to learn skills that will help us understand what we read. We know that understanding what we read is called comprehension.*

*As you know, many stories have characters. Characters are the people or animals that a story is about.*

*When we focus on the characters in a story, we have to think about different details. We talked about details in our first few sessions. Details are pieces of information. Details often tell us who is in the story, what happens, when things happen, where things happen, and why things happen. When you add these details together, they make a bigger idea.*

## Direct Skill Instruction

10 minutes

*Details in the story help us to understand more about the character. We can learn what a character looks like, how a character feels, what a character does, what a character says, and what a character is thinking.*

*We can learn about the characters in a story from the pictures. First, we can find out details about a character based on how he or she looks. For example, we can look at the clothes a character is wearing. If a character is wearing a*



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*crown, we might make a good guess about the character. Can you make a guess about a character who is wearing a crown?* (Possible responses: queen, king, prince, princess)

*Sometimes, a picture shows how a character feels. Other times, it shows a character's actions, or what he or she is doing. What might you see in a picture that will tell you how a character is feeling? What might you see a character doing?* (Possible responses: a smile, a frown, teardrops, a red face; running, playing, sleeping, reading)

*The words in a story tell us what a character is saying and what a character is thinking. Sometimes, the words tell us what other people or animals in the story think about a character. All of these words help us describe a character. For example, is the character nice or mean? Does the character try hard, or is he or she lazy?*

*Let's take another look at our fluency passage, "Mike Can Bake."*

*I am going to read the passage aloud. Since there is only one picture, listen carefully for details about the character, Mike.*

**NOTE:** Read "Mike Can Bake" aloud.

*We know that Mike is a goat. Let's talk about some of the details we learned about Mike from the story.*

**NOTE:** List some of the details on the dry-erase board.

*What does Mike look like?* (Possible responses: cute; light fur; nice smile; gray; white hat; blue robe; shoes on his feet)

*What does Mike do?* (Possible responses: made pie; baked a cake; made rice; put on clothing and shoes; stood like a boy; walked in the kitchen; cooked)

*What do people say to Mike?* (Possible responses: Goats can't cook. Go away. Go eat hay.)

*What does Mike think?* (Possible responses: He should be able to cook. The people are wrong. He has an idea to change their minds.)

*Based on the story, how would you describe Mike?* (Possible responses: Mike is a good cook. Mike tries hard. Mike doesn't give up. Mike is smart.)

### Guided Practice

5 minutes

*Turn to the Lesson 4 Comprehension page in your workbook. We will refer to the passage "Mike Can Bake" as we work together to complete the chart about Mike.*

#### Differentiation ↑

Guide students as they complete the chart. Encourage students to write more than one detail in each section. When students finish the page, they should write a sentence about Mike. Students may write the sentence at the bottom of the page. Students can share their sentences with the group.

#### Differentiation ↓

Direct the students to refer to the responses on the dry-erase board as you complete the chart together. Talk about how Mike looks. Have students add this detail to the chart.

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Continue talking about Mike’s thoughts and actions. If needed, students may draw pictures for those details.

## VOCABULARY

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Introduction

7 minutes

### A) Access Prior Knowledge

*In our next session, we will read a new story called “Beep and Dandy.” Today we are going to talk about some vocabulary words from this story. Learning these words will help us understand the story.*

*Here are our vocabulary words.*

**NOTE:** Write the words limped, trotted, winked, and stared on the dry-erase board. Say each word aloud.

*These words are all verbs. That means they show actions, or things you can do.*

### B) Content Word Introduction

*Open your Anthology to the Glossary. What is a glossary?* (a list of important vocabulary words from the stories in a book; like a dictionary)

*How are the words in the Glossary organized?* (ABC order; alphabetical order)

*We know that context clues can help us figure out the meaning of a word we don’t know. When you use the context of a sentence, you use what you know about other words in the sentence to figure out the meaning of an unknown word.*

*Our words are used in sentences in the Glossary.*

*Let’s start by finding the word limped in the Glossary. Since the first letter in this word is l, I will find that letter in the Glossary. Then, I will look for the word.*

**NOTE:** Help the students find the word limped. Read the sentence and talk about the meaning. Then, continue with the words trotted, winked, and stared.

*Now turn to the Lesson 4 Vocabulary page in your workbook. Let’s read the directions together.*

**NOTE:** Students should complete the page independently. Provide assistance, if needed. Review the page together after the students have completed it.

#### Differentiation ↑

If needed, remind students to use the Alphabet Chart or the Glossary as they alphabetize the words. After completing the page, students should write a sentence for one vocabulary word. Students may write the sentence at the bottom of the page. Allow students to share their sentences with the group.

#### Differentiation ↓

Work with students to alphabetize the words. Review the Alphabet Chart together. Have the students look at the first letter of each word. Ask, “Do any of the words start with a, b, c, d...?” When you arrive at the letter l, students should write limped as the first word in the list. Move through the alphabet, asking about words that start with each letter, until reaching the letter s (stared) and t (trotted). Students will notice that one word

# LESSON 4

remains (winked). After completing the page, students should review the sentence for each word in the Glossary.

## WRAP-UP

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### Summary/Obsure

5 minutes

***We have had a very busy session today. Tell me something about describing a character.*** (Possible responses include: Details about a character help us to understand more about the character. We can use the words and pictures to learn how a character looks, how a character feels, what a character does, what a character says, and what a character is thinking.)

**NOTE:** Encourage each student to respond.

***Now you will complete your Learning Log for this lesson.***

**NOTE:** Direct students to turn to the Lesson 4 Learning Log workbook page. Read the question/prompt aloud. Encourage the students to answer the question in a complete sentence. Remind students to begin the sentence with a capital letter and to end the sentence with a punctuation mark. If needed, provide assistance to students as they write, or allow students to write a few words and draw a picture. Students may draw at the bottom of the page.

### Count and Record Tokens

3 minutes

**NOTE:** Direct students to count tokens and record the total in the Token Tracker.






# LESSON 4

ANSWERS AND SAMPLE RESPONSES ARE IN **BOLD**.

PHONICS | LESSON 4

**Long Vowel Sounds**

**Directions:**  
 1. Say the word for each picture.  
 2. Circle the long vowel sound you hear in the word.


	<b>mice</b>	a e <b>i</b> o u
	<b>wave</b>	<b>a</b> e i o u
	<b>tube</b>	a e i o <b>u</b>
	<b>bone</b>	a e i <b>o</b> u
	<b>seed</b>	a <b>e</b> i o u

FLUENCY | LESSON 4

**Mike Can Bake**

Mike could cook. He made pie. He baked a cake. He made rice! But people made him leave the kitchen. Why? Because Mike was a goat. He was a cute goat. He had light fur and a nice smile.

Still, they said, "Goats can't cook. Please go away! Eat your hay under the tree."



Mike thought, "Those people are wrong. How can I show them?"

Then Mike had an idea. He put on a white hat. He put on a blue robe. He put shoes on his feet. He stood up like a boy. He walked into the kitchen.

That day, a goat cooked inside!

COMPREHENSION | LESSON 4

**Describing Characters**

**Directions:** Complete the chart with details about Mike from the story "Mike Can Bake."

<b>LOOKS</b>	<b>cute; light fur; nice smile; gray; white hat; blue robe; shoes on his feet</b>
<b>THINKS</b>	<b>The people are wrong. He should be able to cook. He has an idea to change their minds.</b>
<b>DOES</b>	<b>made a pie; baked a cake; made rice; put on clothing and shoes; stood like a boy; walked in the kitchen; cooked</b>

VOCABULARY | LESSON 4

**Content Vocabulary**

**Directions:** Below is a list of the vocabulary words from the story "Beep and Dandy." On the lines below the list, arrange the words in the order in which they appear in the Glossary. Use the Alphabet Chart, and the Glossary, if you need help putting the words in ABC order.

Alphabet Chart									
Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	
Jj	Kk	Ll	Mm	Nn	Oo	Pp	Qq	Rr	
Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz		

- winked
- trotted
- limped
- stared

1.           **limped**
2.           **stared**
3.           **trotted**
4.           **winked**



## LESSON OBJECTIVES

Phonics	Apply phonetic rules to decode words with the consonant digraphs <u>ch</u> , <u>sh</u> , or <u>ck</u> . Use understanding of syllabication rules to decode words that contain the consonant digraphs <u>ch</u> , <u>sh</u> , or <u>ck</u> .
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Compare and contrast fiction and nonfiction passages.
Vocabulary	Determine the meaning of content words used in text. Use context as a clue to the meaning of an unfamiliar word.

Phonics 18 minutes	Fluency 7 minutes	Comprehension 18 minutes	Vocabulary 7 minutes
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## Lesson Materials

- Ace it! Student Workbook
- Ace it! Anthology: "The Butterfly Who Wanted a Change"
- Dry-erase boards, dry-erase markers, erasers
- Pencils
- Timer (for Fluency differentiation)

## SKILL DEFINITIONS

### Phonics

**Consonant Digraph:** A consonant combination in which two consonants make one new sound together. The consonant digraphs used in this lesson are ch (as in chin and much), sh (as in ship and fish), and ck (as in duck).

**Syllable:** A part of a word that contains only one vowel sound. The number of times that you pronounce a distinct vowel sound is the number of syllables the word has. It is important for students to remember that vowels can work together (for example, ee) to make a single vowel sound. Understanding syllables will help students read unknown words quickly, which will help with comprehension.

**Compound Word:** A word that is made up of two smaller words

### Fluency

**Fluency:** Reading with accuracy, proper speed (rate), and expression

**Accuracy:** Reading words without making mistakes

**Speed (rate):** Reading at an appropriate pace

**Expression:** Showing feeling when reading

# LESSON 12

## Comprehension

**Nonfiction/Informational Text:** A piece of writing that tells true information. Informational text is written to tell facts and explain a topic, such as a real place, a real person, or a real event. It may include features that help the reader understand the text, such as pictures with captions, graphs, maps, tables, and diagrams.

**Fiction:** A type of literature, such as a short story or novel, that contains characters and events that are made up by the author

**Compare:** Show how things are alike

**Contrast:** Show how things are different

**Venn Diagram:** A graphic organizer that shows how two things are alike and how they are different

## Vocabulary

**Content Words:** Words from a text that are important to understanding the content of the text

**Context Clues:** Words that help the reader derive the meaning of an unknown word, based on the unknown word's usage in the text

## LESSON PLAN

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### Welcome:

2 minutes

**NOTE:** Greet the students by name and take attendance. State Lesson Objectives for today.

*During today's lesson, we will read words that contain the consonant digraphs ch, sh, and ck. We will also learn about syllables. Next, we will continue reading our fluency passage. Then, we will write about how our two passages about butterflies are the same and how they are different. Finally, we will review our vocabulary words.*

## PHONICS

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### Review Phonics Skills

3 minutes

*Let's review our phonics skill. We have been learning about the consonant digraphs ch, sh, and ck. I am going to say a word, and I want you to tell me the consonant digraph you hear at the beginning of the word or at the end of the word.*

**NOTE:** Say one word at a time. Discuss the correct response before moving to the next word.

WORD	RESPONSE
<i>shape</i>	sh
<i>chat</i>	ch
<i>stuck</i>	ck
<i>porch</i>	ch
<i>knock</i>	ck
<i>fresh</i>	sh

## Direct Skill Instruction and Guided Practice

10 minutes

**Today we are going to talk about syllables.**

**What do you know about syllables?** (A syllable is a part of a word that has only one vowel sound. All words have syllables. The number of times that you say a vowel sound is the number of syllables the word has. Understanding syllables can help you when you are reading. Dividing an unknown word into parts will help you read it quickly.)

**Let's look at some words that contain the consonant digraphs ch, sh, or ck. We will talk about how the sounds of the letters work together to make words. We will use what we know to read these words, and we will count their syllables.**

**NOTE:** Write the word shine on the dry-erase board.

**We will start with this word. What consonant digraph does this word begin with?** (sh)

**Let's blend the sounds in the word together.**

**NOTE:** Place your finger under the consonant digraph sh as you say /sh/. Slowly slide your finger under the letter i as you say /i/. Then, slowly slide your finger under the letter n as you say /n/. Draw a line through the final, silent e.

**Let's put the sounds together to read the word: /sh/-/i/-/n/, shine.**

**NOTE:** Repeat the sounds and then read the word.

**What vowel sound do you hear in this word?** (/i/)

**There are two vowels in this word, but there is only one vowel sound. How many syllables does it have?** (one)

**Let's read the word one more time: shine.**

**NOTE:** Write the word check on the dry-erase board.

**What consonant digraph does this word begin with?** (ch)

**What consonant digraph does this word end with?** (ck)

**Let's blend the sounds in the word together.**

**NOTE:** Place your finger under the consonant digraph ch as you say /ch/. Slowly slide your finger under the letter e as you say /e/. Then, slowly slide your finger under the consonant digraph ck as you say /k/.

**Let's put the sounds together to read the word: /ch/-/e/-/k/, check.**

**NOTE:** Repeat the sounds and then read the word.



# LESSON 12

*What vowel sound do you hear in this word? (/e/)*

*This word has only one vowel sound. How many syllables does it have? (one)*

*Let's read the word one more time: check.*

*Now look at this word.*

**NOTE:** Write the word catfish on the dry-erase board.

*This word is a compound word. We know that a compound word is a word made of two smaller words. Read this word with me: catfish.*

*When we divide a compound word into syllables, we know to start by dividing it into the two smaller words. What are the two smaller words in this word? (cat, fish)*

**NOTE:** Place a line between cat and fish (cat/fish).

*Think about the vowel sounds in each smaller word.*

*How many vowel sounds do you hear in cat? (one)*

*How many syllables are in cat? (one)*

*How many vowel sounds do you hear in fish? (one)*

*How many syllables are in fish? (one)*

*If cat has one syllable and fish has one syllable, how many syllables are in catfish? (two)*

**NOTE:** To help students hear the two syllables in the word, clap as you say each syllable in catfish (clap once as you say cat and once as you say fish). Students can count the claps.

## Independent Practice

5 minutes

*Turn to the Lesson 12 Phonics page in your workbook. Let's review the page together.*

**NOTE:** For the first part of the page, review the directions and state the name of each picture: sock, chase, shell. For the second part of the page, review the directions and read each compound word with students. Remind students that each syllable has one vowel sound. Have the students complete the page independently. Review the page together after the students have completed it.

### Differentiation ↑

When students have completed the page, they should make a list of more one-syllable words that contain the consonant digraphs ch, sh, or ck. Students should write the words at the bottom of the page.

### Differentiation ↓

Model how to say the name of the first picture and ask students what consonant digraph is at the end of the word. Talk about the number of syllables. Review the names of the remaining pictures and encourage students to complete the first part on their own. For the second part of the page, say each compound word with students. Have them clap for the syllables and divide each compound word into the two smaller words.

## FLUENCY

Reading with Increased Accuracy, Rate, and Expression

7 minutes

**A) Establish Reading Goal**

*We have been reading “I Am a Butterfly” to develop our fluency skills. Today we will read the passage one last time, focusing on reading it with increased accuracy, rate, and expression.*

*Turn to the Lesson 12 Fluency passage, “I Am a Butterfly,” in your workbook.*

*As you Whisper Read today, think about our goals: reading with speed, reading accurately, and reading with expression. Think about what you did well during our last session, as well as what you needed to work on. Take a moment to set your own personal fluency goal today.*

**NOTE:** Assist students with setting personal goals.

**B) Whisper Read, Checking Fluency Against Personal Goal (Independent)**

*Now I want you to Whisper Read the passage.*

**NOTE:** Direct students to Whisper Read the selection, monitoring students as they read. Students can reread the selection if time permits.

**Differentiation** ↑

Have the students use a timer to see how long it takes to read the passage with accuracy and expression.

**Differentiation** ↓

Select a reduced portion of the text for fluency practice.

## COMPREHENSION

Review

8 minutes

**A) State Lesson Objective/Purpose Based on Skill**

*Today we are going to show that we understand the differences between passages that are fiction and passages that are nonfiction.*

**B) Review Skill**

*What can you tell me about fiction and nonfiction passages?* (Passages that are fiction tell stories. Fiction passages have characters, a setting, a problem, and a solution. Fiction is made up by the author and tells a story that has a beginning, middle, and end. Nonfiction passages give information. They contain facts, details, and information about a topic, such as a real place, a real person, or a real event.)

**C) Reread Text Selection (Anthology)**

*Please turn to “The Butterfly Who Wanted a Change” in your Anthology. Let’s echo read the story. I will read a sentence, and then you will repeat the sentence back to me.*

**NOTE:** Read the title aloud and ask students to repeat the title. Continue reading the story this way, one sentence at a time.

# LESSON 12

Extension of Skill Beyond Text

5 minutes

**Today, you are going to write about how “The Butterfly Who Wanted a Change” and “I Am a Butterfly” are the same and how they are different.**

**Turn to the Lesson 11 Comprehension page and look at your answers in the Venn Diagram. Let’s use the information from the Venn Diagram to talk about how the passages are the same and how they are different. I will write notes on the dry-erase board as we talk.**

**NOTE:** Lead a discussion with students about the similarities and differences. Write short notes on the dry-erase board. (Both passages: about butterflies; “I Am a Butterfly”: nonfiction about a butterfly’s life, tells what butterflies can do and how they change during their lives; “The Butterfly Who Wanted a Change”: fiction, a made-up story about a butterfly who wants to be a child)

**NOTE:** Students should rely on the notes listed on the dry-erase board, so they don’t have to keep turning pages back and forth while retelling the story. If needed, they may refer to the Lesson 11 Comprehension page while writing.

Activity: Your Turn to Write

5 minutes

**Now it’s your turn to write. Turn in your workbook to the Lesson 12 Comprehension page.**

**NOTE:** Review the directions with students. Guide students as they work to complete the page. Remind students that they may use the information from the dry-erase board.

**Differentiation** ↑

Guide students as they complete the page. When they finish the page, students should share their work with partners. Students should look for a clear similarity and clear differences between the passages in their partners’ work.

**Differentiation** ↓

Write the following sentence starters on the dry-erase board: Both passages are about \_\_\_\_\_. “I Am a Butterfly” is \_\_\_\_\_. “The Butterfly Who Wanted a Change” is \_\_\_\_\_. Work with students as they use the ideas on the dry-erase board to complete the sentences. Students may share their completed work with the group.

## VOCABULARY

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Review/Extension Activity

7 minutes

### A) Vocabulary Review

**Today we will take one last look at the vocabulary we have learned for “The Butterfly Who Wanted a Change.”**

**NOTE:** Write the words shiny, backpack, scampered, and chimney on the dry-erase board. Read them aloud together.

**You are going to act out our vocabulary words silently.**

**NOTE:** Verify that students are acting out each word correctly.

## LESSON 12

**Show me how you would look if you are something that is shiny.** (The students can make motions to indicate that they are sparkling.)

**Show me what it would look like if you were using a backpack.** (The students should make it look like they are carrying a bag on their shoulders.)

**Show me what it would look like if you scampered across the room.** (The students should pretend they are running with small, quick steps.)

**Pretend you are a chimney.** (The students can stand up straight and use their arms to make it look like smoke is coming out of the top of their heads.)

### B) Independent Practice

**Turn to the Lesson 12 Vocabulary page in your workbook. Let's read the directions together.**

**NOTE:** Read the vocabulary words with students. Then, read aloud each sentence. Students should write their answers independently. Provide assistance, if needed. Review the page together after the students have completed it.

#### Differentiation ↑

After completing the page, students should write their own sentences for two of the words. Students may write the sentences at the bottom of the page.

#### Differentiation ↓

Read aloud each sentence as students complete the page. Have students cross out each word as they use it. Then, direct students to work with partners to review the vocabulary words and their meanings.

## WRAP-UP

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### Summary/Obsure

5 minutes

**You worked very hard today! I want you to say a word that contains one of our consonant digraphs: ch, sh, or ck.** (Possible responses: chip, pouch, share, flash, neck, etc.)

**NOTE:** Encourage each student to respond.

**Now you will complete your Learning Log for this lesson.**

**NOTE:** Direct students to turn to the Lesson 12 Learning Log workbook page. Read the question/prompt aloud. Encourage the students to answer the question in a complete sentence. Remind students to begin the sentence with a capital letter and to end the sentence with a punctuation mark. If needed, provide assistance to students as they write, or allow students to write a few words and draw a picture. Students may draw at the bottom of the page.

### Count and Record Tokens

3 minutes

**NOTE:** Direct students to count tokens and record the total in the Token Tracker.

# LESSON 12




ANSWERS AND SAMPLE RESPONSES ARE IN **BOLD**.

PHONICS | LESSON 12

**Syllables: Consonant Digraphs**

**Directions:**

- Say the name of the picture.
- Write the consonant digraph that is missing from the word.
- Write the number of syllables in the word.

PICTURE	WORD	SYLLABLES
	so <u>ck</u>	<b>1</b>
	<u>ch</u> ase	<b>1</b>
	<u>sh</u> ell	<b>1</b>

**Directions:** Draw a line to divide each compound word into syllables.




- dish / pan
- back / track

FLUENCY | LESSON 12

**I Am a Butterfly**

I am a butterfly. Do you want to know more about me? I can be many colors. I can be orange or yellow. I can be blue or black. I can be two colors at once!

Did you know that I am an insect? I have four wings. My body has a head, a chest, and a tail. Tiny hairs cover me. I have big eyes and long feelers. My six legs can bend in the middle.

In the beginning, I do not look like a butterfly. I am a tiny egg. I live on a stem. Next, I am a caterpillar. I have cute stripes and eat leaves.

In the winter, I live in a chrysalis. It hangs on a tree. It keeps me warm.

In the summer, I come out. My wings spread. I find flowers to feed me. I can fly!

COMPREHENSION | LESSON 12

**Compare and Contrast: Your Turn to Write**

**Directions:** Write about how the passages "I Am a Butterfly" and "The Butterfly Who Wanted a Change" are alike and how they are different. Make sure you begin each sentence with a capital letter and end each sentence with a punctuation mark. Check your spelling when you are finished writing.

**Both passages are about butterflies. "I Am a Butterfly" is nonfiction and gives facts about a butterfly's life. "The Butterfly Who Wanted a Change" is fiction. It is about a butterfly who wants to be a child.**

VOCABULARY | LESSON 12

**Content Vocabulary Review**

**Directions:**

- Read the vocabulary words from "The Butterfly Who Wanted a Change."
- Complete each sentence with one of the vocabulary words.

shiny    scampered    chimney    backpack

- Smoke came out of the chimney.
- The king's new crown was shiny.
- I put my books in my backpack.
- The rabbit scampered across the grass.

## LESSON OBJECTIVES

Phonics	Apply phonetic rules to decode words with the vowel digraph <u>ie</u> .
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Explain major differences between books that tell stories and books that give information. Identify the main idea and retell key details. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Use illustrations and details to describe key ideas of a text.
Vocabulary	Determine the meaning of content words used in text. Use context as a clue to the meaning of an unfamiliar word. Use a glossary to alphabetize words and to determine the meanings of content words.

Phonics 18 minutes	Fluency 7 minutes	Comprehension 18 minutes	Vocabulary 7 minutes
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## Lesson Materials

- Ace it! Student Workbook*
- Ace it! Anthology: Glossary*
- Dry-erase boards, dry-erase markers, erasers
- Pencils

## SKILL DEFINITIONS

### Phonics

**Vowel Digraph:** A vowel pair in which the two vowels make one sound. The vowel digraph in this lesson makes the long i sound: ie (as in pie).

### Fluency

**Fluency:** Reading with accuracy, proper speed (rate), and expression

**Accuracy:** Reading words without making mistakes

**Speed (rate):** Reading at an appropriate pace

**Expression:** Showing feeling when reading

### Comprehension

**Nonfiction/Informational Text:** A piece of writing that tells true information. Informational text is written to tell facts and explain a topic, such as a real place, a real

# LESSON 22

person, or a real event. It may include features that help the reader understand the text, such as pictures with captions, graphs, maps, tables, and diagrams.

**Fiction:** A type of literature, such as a short story or novel, that contains characters and events that are made up by the author

**Main Idea:** The one big idea of a passage; the most important thing an author says about the topic of a passage

**Supporting Details:** The smaller parts of a passage that tell more about, or support, the main idea. The author uses reasons, or facts, to support the main idea.

## Vocabulary

**Content Words:** Words from a text that are important to understanding the content of the text

**Context Clues:** Words that help the reader derive the meaning of an unknown word, based on the unknown word's usage in the text

**Glossary:** An alphabetical list of important vocabulary words and their definitions, similar to a dictionary, and found at the end of a book

## LESSON PLAN

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Welcome:

2 minutes

**NOTE:** Greet the students by name and take attendance. State Lesson Objectives for today.

*During today's lesson, we will read and say words with vowel digraphs. We will practice reading a story quickly and easily. Then, we will talk about the differences between books that tell stories and books that give information. Finally, we will learn some new vocabulary words.*

## PHONICS

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Introduction:

3 minutes

### A) Access Prior Knowledge

*Let's begin our lesson by talking about phonics skills. We have been learning about short vowels, long vowels, and vowel digraphs. We have also learned about consonant blends, consonant digraphs, and inflectional endings.*

*First, we will practice reading words that contain some of these sounds.*

**NOTE:** Write the following words on the dry-erase board. Then, point to each word, sliding your finger under the letters as you say the sounds with students, for example, /tr/-/ē/-t/, treat.

teach	greed	steep	healing	check
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## B) Skill Introduction

*Today we will continue talking about vowel digraphs. As you know, a vowel digraph is a vowel pair in which the two vowels make one sound.*

*This time, we will focus on a vowel digraph that makes the long i sound. Let's say that sound together: /ī/.*

**NOTE:** Write the word pie on the dry-erase board. Point to the word as you read it aloud.

*What do you notice about this word?* (The vowel sound is long i: /ī/.)

## Direct Skill Instruction and Guided Practice

10 minutes

**NOTE:** Underline the vowel digraph ie in pie.

*The vowel digraph ie makes the long i sound.*

*Let's take a closer look at this vowel digraph.*

**NOTE:** Write ie on the dry-erase board.

*This vowel digraph contains the vowels i and e. Let's read it together: /ī/.*

*Which vowel do you hear in this pair?* (i)

*When you see a pair of vowels together, the first vowel usually makes a long vowel sound. The second vowel is silent.*

*Let's practice reading some words with this vowel digraph.*

**NOTE:** Write the word cried on the dry-erase board.

*What vowel digraph do you see in this word?* (ie)

*What sound does that vowel digraph make?* /ī/

*This word also begins with an r-blend. Let's use what we know to read this word: cried.*

**NOTE:** Write the word lie on the dry-erase board.

*What vowel digraph do you see in this word?* (ie)

*What sound does that vowel digraph make?* /ī/

*Let's use what we know to read this word: lie.*

*Now you are going to practice listening for the vowel digraph ie. I am going to write a word on the dry-erase board. We are going to read it together. If the word has the vowel digraph ie, write ie on your dry-erase board. If the word has the short i sound, /i/, write the letter i on your dry-erase board. Then, show me your answer.*

**NOTE:** Write the first word on the dry-erase board. Read the word together. Wait for students to write the vowel digraph on their dry-erase boards. Check students' answers before moving to the next word.



# LESSON 22

WORD	RESPONSE
<i>vie</i>	ie
<i>fries</i>	ie
<i>fish</i>	i
<i>dried</i>	ie
<i>did</i>	i

## Independent Practice

5 minutes

**Turn to the Lesson 22 Phonics page in your workbook. Let's review the page together.**

**NOTE:** Review directions and ask students to restate the directions. Review the names of the pictures: tie, train; frog, fries; pie, peach; cries, chick. Have the students complete the activity independently. Then, review the completed activity as a group.

### Differentiation ↑

When students have completed the page, they should write the word for each picture they circled. Have students write the words at the bottom of the page.

### Differentiation ↓

Say the names of the pictures in the first row and have students repeat them after you. Have students listen for the /i/ sound and talk about what they hear. Then, students should circle the picture of the word with the ie digraph. Continue for each word, if needed. When students are finished, they should work with partners to say the names of the pictures they circled.

## FLUENCY

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### Text Introduction

7 minutes

#### A) Introduce Passage

***It's time to practice reading with fluency. This will help us become better readers. We will read words accurately, at the right speed, and with the right amount of expression.***

***Turn to the Lesson 22 Fluency passage, "Snow Is Amazing," in your workbook.***

#### B) Modeling

***I will read the passage first, and I want you to follow along. Then, we will read the passage together.***

**NOTE:** Orient students to the page and introduce the fluency passage. Read the passage aloud to students, modeling appropriate speed and expression. Students should follow along.

#### C) Read Aloud

**NOTE:** Invite students to join you in reading aloud the fluency passage. Then, if time permits, allow them to Whisper Read individually.

*During our next session, you will have a chance to read this passage again as we continue to focus on becoming fluent readers. Start thinking about the goals you would like to set for yourself.*

#### D) Fluency Follow-up

**NOTE:** Talk about reading with accuracy, speed, and expression as it applies to this passage, focusing on punctuation.

*Pay attention to punctuation when you are reading. Pause when you see a comma. Stop when you get to a period, question mark, or exclamation point. Let your voice go up at the end of a sentence that ends with a question mark. Use expression when saying a sentence that ends with an exclamation point.*

#### E) Phonics Application

*Now, we are going to find a word that contains the ie digraph. We will use what we know to read the word.*

**NOTE:** Have students find the word tried. Students may underline or circle the word in the passage. Read the word together.

## COMPREHENSION

---

### Introduction

3 minutes

#### Introduce Skill in Isolation

*Now it's time to turn our attention to comprehension skills.*

*During our sessions, we have been reading passages that are made up by authors, and we have been reading passages that give us information.*

*We know that passages that are made up by authors are called fiction. A passage that is fiction tells a story. Passages that give us information are called nonfiction, or informational text. Once again, we will spend some time focusing on the differences between fiction and nonfiction.*

*What kinds of things do you find in fiction?* (Possible responses: characters, setting, problem, and solution; beginning, middle, and end)

*What kinds of things do you find in nonfiction, or informational text?* (Possible responses: facts; details; information about a topic, such as a real place, a real person, or a real event)

### Direct Skill Instruction

10 minutes

*Think about our fluency passage, "Snow Is Amazing." Is this passage fiction or nonfiction? How do you know?* (Possible responses: This passage is nonfiction because it gives information about a real topic. The author gives facts about snow. This passage is not made up, and it does not have characters, a setting, a problem, or a solution.)

*We know that a nonfiction passage contains a main idea and supporting details. The main idea tells what the passage is mostly about. It is the big idea and the most important thing an author says about the topic of a passage. The supporting details tell us more about the topic and support the main idea. In*

## LESSON 22

*addition to the words in the passage, the pictures or illustrations help support the main idea.*

*Let's take another look at our fluency passage, "Snow Is Amazing!"*

*I am going to read the passage aloud. I want you to listen for the main idea and supporting details.*

**NOTE:** Read "Snow Is Amazing" aloud.

*Let's talk about the passage.*

***What is the main idea of this passage? What does the author want us to know?***

(Possible responses: The main idea is that snow is amazing and good. It can feel different ways. The author wants people to know facts about snow, such as what it looks like, feels like, and does. The author tells how snow is good for plants and animals. The author tells what people do with snow.)

***What are some of the supporting details?*** (Possible responses: Snow is quiet, and it falls when it is cold. It makes everything look white. Snow can be light, fluffy, and dry. Snow can be wet and sticky. Snow helps plants because it covers them and keeps them from getting too cold. Snow is good for animals because it acts like a blanket and keeps cold air out of their homes. People can build houses from snow. People can play in the snow. People can ride sleds or build snowmen.)

**NOTE:** List the supporting details on the dry-erase board.

***During what season would snow fall?*** (winter)

***How does the photo support the main idea?*** (Possible response: It shows how snow covers everything and makes it white. It shows a snowman.)

### Guided Practice

5 minutes

***Turn to the Lesson 22 Comprehension page in your workbook. We will refer to the passage "Snow Is Amazing" as we complete the page.***

#### **Differentiation ↑**

Guide students as they answer the questions. Encourage students to list at least three details to answer the second question. When students finish the page, they can write a sentence about snow. Students can write the sentence at the bottom of the page. Students can share their ideas with the group.

#### **Differentiation ↓**

Discuss what the passage is about and model how to answer the first question. Assist students as they write their answers for the first question. Refer to the dry-erase board and talk about some of the supporting details. Encourage students to list two details for the second question. If time permits, students may draw a picture that shows another detail about snow at the bottom of the page.

## VOCABULARY

## Introduction

7 minutes

## A) Access Prior Knowledge

*Now it is time to focus on some new vocabulary words that will help us understand our next passage. The title of our next passage is "Glen Goes Sledding," and it is also about snow.*

*Here are our vocabulary words.*

**NOTE:** Write the words slide, flip, grinned, and melted on the dry-erase board. Say each word aloud.

## B) Content Word Introduction

*We know that you can use context clues to figure out the meaning of a word you don't know. When you use the context of a sentence, you use what you know about other words in the sentence to figure out the meaning of an unknown word.*

*Open your Anthology to the Glossary. Let's start by finding the word slide in the Glossary. Since the first letter in this word is s, I will find that letter in the Glossary. Then, I will look for the word.*

**NOTE:** Have the students find the word slide. Read the sentence and talk about the meaning. Then, continue with the words flip, grinned, and melted.

*Now turn to the Lesson 22 Vocabulary page in your workbook. Let's read the directions together.*

**NOTE:** Students should complete the page independently. Provide assistance, if needed. Review the page together after the students have completed it.

**Differentiation** ↑

If needed, remind students to use the Alphabet Chart or the Glossary as they alphabetize the words. After completing the page, students should write a sentence for one vocabulary word. Students may write the sentence at the bottom of the page. Allow students to share their sentences with the group.

**Differentiation** ↓

Work with students to alphabetize the words. Review the Alphabet Chart together. Have the students look at the first letter of each word. Ask, "Do any of the words start with a, b, c, d, e, f...?" Students should list the word flip as the first word. Continue to the letter g (grinned). Continue to the letter m (melted). Students will notice that one word remains (slide). After completing the page, students should review the sentence for each word in the Glossary.

## WRAP-UP

## Summary/Closure

5 minutes

*We have had a very busy session today. Tell me about the differences between fiction and nonfiction.* (Possible responses include: Passages that are fiction have

# LESSON 22

characters, a setting, a problem, and a solution. Fiction is made up by the author and tells a story that has a beginning, middle, and end. Passages that are nonfiction contain facts, details, and information about a topic, such as a real place, a real person, or a real event.)

**NOTE:** Encourage each student to respond.

***Now you will complete your Learning Log for this lesson.***


**NOTE:** Direct students to turn to the Lesson 22 Learning Log workbook page. Read the question/prompt aloud. Encourage the students to answer the question in a complete sentence. Remind students to begin the sentence with a capital letter and to end the sentence with a punctuation mark. If needed, provide assistance to students as they write, or allow students to write a few words and draw a picture. Students may draw at the bottom of the page.

*Count and Record Tokens*

*3 minutes*

**NOTE:** Direct students to count tokens and record the total in the Token Tracker.









PHONICS | LESSON 22




**Vowel Digraph: ie**

**Directions:**

- Say the name of the pictures in each row.
- Circle the picture that has the vowel digraph ie.

1		
2		
3		
4		

FLUENCY | LESSON 22




**Snow Is Amazing!**

Snow is quiet as it falls. It is not loud like rain. Snow falls when it is cold.


Snow makes everything look white. Some snow is light and fluffy. It can feel dry. Some snow is wet and sticky. It is almost like a slushy drink.

Plants need snow. It covers them during the winter. It keeps them from getting too cold. Snow is good for animals, too. Snow is like a blanket. It keeps cold air out of an animal's home.

Some people build houses from snow. Many people like to play in the snow. You can ride a sled on the snow. You can build a snowman. Have you ever tried to build a snowman? Snowy days can be fun!



COMPREHENSION | LESSON 22




**Nonfiction**

**Directions:** Refer to the passage "Snow Is Amazing" to answer the questions.

- What is this passage about?  
**facts about snow, such as what snow looks like, feels like, and does**
- What supporting details from "Snow Is Amazing" show it is a passage that gives information?  
**is quiet; falls when it is cold; makes everything look white; can be light, fluffy, and dry; can be wet and sticky; helps plants by covering them; keeps plants from getting too cold; helps animals because it acts like a blanket and keeps cold air out of their homes; people can build houses from snow; play in snow; ride sleds; build snowmen**

VOCABULARY | LESSON 22



**Content Vocabulary**

**Directions:** Below is a list of the vocabulary words from the passage "Glen Goes Sledding." On the lines below the list, arrange the words in the order in which they appear in the Glossary. Use the Alphabet Chart, and the Glossary, if you need help putting the words in ABC order.

Alphabet Chart								
Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii
Jj	Kk	Ll	Mm	Nn	Oo	Pp	Qq	Rr
Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz	

- slide
- flip
- grinned
- melted

- flip**
- grinned**
- melted**
- slide**

