

Overview

Lesson Plan #1 Title: Ace it! Lesson Fourteen

Attached Supporting Documents for Plan #1:

Teacher's Manual and reproductions of student worksheets to support the following lesson objective:

- Apply the blending strategy to words with the short u sound.
- Read a short passage with accuracy and intonation.
- Determine the sequence of events in a nonfiction passage.
- Apply meanings to content words in the context of a passage.

Lesson Plan #2 Title: Ace it! Lesson Twenty

Attached Supporting Documents for Plan #2:

Teacher's Manual and reproductions of student worksheets to support the following lesson objective:

- Apply the substitution strategy to words with long vowel sounds.
- Read a short passage with accuracy and intonation.
- Describe cause and effect in an article.
- Define content vocabulary.





Lesson Plan #3 Title: Ace it! Lesson Twenty-four

Attached Supporting Documents for Plan #3:

Teacher's Manual and reproductions of student worksheets to support the following lesson objective:

- Apply the substitution strategy to words with long vowel sounds.
- Read a short passage with accuracy and intonation.
- Identify read or make-believe story components.
- Determine the meanings of content vocabulary terms.

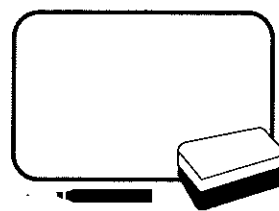
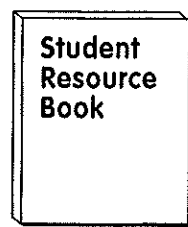
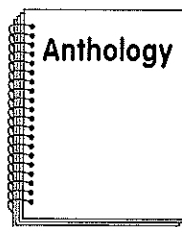
LESSON FORTY-FOUR

LESSON OBJECTIVE: Phonemic Awareness/Phonics apply the blending strategy to words with the short vowel 'u' sound  12 mins.	Fluency read a short passage with proper accuracy and intonation  5 mins.	Comprehension determine the sequence of events in a nonfiction story  23 mins.	Vocabulary apply meanings to content words in the context of a story  10 mins.
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SET-UP NOTES:

Lesson Materials:

- Student Resource Book:
Student Resource Sheets:
Phonics, Fluency,
Comprehension, Vocabulary
- Anthology: "Mud is So Much Fun!" "The Life of a Frog"
- Dry-erase boards, dry-erase markers, erasers



A14

Welcome

 2 mins.

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

During today's lesson, we will read words with the short 'u' sound, practice reading a short story aloud smoothly and with very few mistakes, read a nonfiction story in order to sequence the events, and find the meanings of story vocabulary by using picture clues.

Phonemic Awareness/ Phonics

apply the blending strategy to words with the short vowel 'u' sound

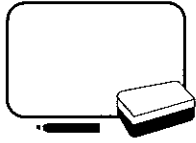
 **Review** 5 mins.

Let's start our session by reviewing the short 'u' sound.

A. Read/Review Words with Day One Pattern/Skill

What sound does short 'u' make? (/ŭ/)

Today we will blend letter sounds together to make words with the short 'u' sound. Watch as I show you how to blend letter sounds together to read some words.



NOTE: Write a lowercase 'u' on your dry-erase board. Place your finger under the 'u' and make the /ü/ sound. Next, write the letter 'd' after the 'u' and slide your finger under the letter 'd' to make the /d/ sound. Then repeat the steps, but this time, hold the /ü/ sound until /d/ is made. Repeat the sounds more quickly a third time to stress sounds in /ü/ /d/. Finally, say 'ud.'

B. Short Independent Practice

Now let's try some words together. **NOTE:** Repeat the steps above, adding a beginning consonant to make the word 'mud.' Have the students orally practice with you.

Let's try another word. Follow along with me on your dry-erase board.

NOTE: Repeat the steps as above, this time with the word 'fun.' Have the students say the sounds aloud with you.

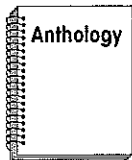
What is the word you just read? (fun)

Now, let's try one final word. Use your dry-erase board again.

NOTE: Repeat the steps to complete the word 'fun.' Have students say the sounds aloud with you.



Introduce Phonics Reader (Anthology) 2 mins.



Now we will read a short story where you will hear and blend many words with the short 'u' sound. Turn in your Anthology to "Mud is So Much Fun!"

By looking at the front cover, what do you think this story will be about? (Possible response: a bear that likes to play in the mud)

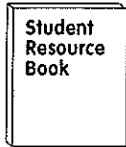


Applied Practice: Reading Phonics Reader (Anthology) 5 mins.

I am going to read the story aloud to you. As I read each page, look at the picture, and then think about the words where you hear the short 'u' sound. As you see and hear words with the short 'u' sound, I want you to give me a thumbs-up.

NOTE: Read each page aloud. Prompt students' responses if necessary.

What were some of the things that Cubby did in the mud? (ran in the mud, sat in the mud, rolled in the mud)



Now, let's complete an activity to review the short 'u' words from the story. Turn to the Lesson 14 Phonics Resource Sheet in your Student Resource Book.

NOTE: Read the directions aloud. Have the students complete the activity and then review their pictures for accuracy.



Differentiation

Once the students are finished with their resource sheets, have them share their pictures with a partner.

Differentiation

Ask the students to write the four words from the resource sheets on their dry-erase boards. Then, as you say each word aloud, direct the students to point to the correct word on their boards.

A14

Fluency



Review

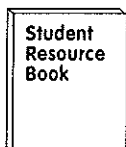
5 mins.

read a short passage with proper accuracy and intonation

A. Student Rereads Fluency Passage: Whisper Reading

Today we are going to reread our story, "The Puppy Who Sniffed Too Much." Each time we read the story, we will practice reading more quickly and easily.

Turn to Lesson 14 Fluency Resource Sheet, "The Puppy Who Sniffed Too Much," in your Student Resource Book. **NOTE:** Break students into pairs and have one partner Whisper Read the story. Monitor select students' fluency as they read.



B. Comprehension Questions

Let's take a minute to review our story. **NOTE:** Ask two or three comprehension questions to monitor students' understanding.

C. Continue Reading: Whisper Reading

Now it is time for your partner to Whisper Read. **NOTE:** Monitor select students' fluency as they read.



Differentiation

Set a personal goal for increased speed, accuracy, and/or intonation.

Differentiation

Select a reduced portion of the text for fluency practice, and assign a specific part to individual students. Then ask the students to take turns reading their assigned parts aloud.

Comprehension



Introduction

8 mins.

determine the sequence of events in a nonfiction story

It is now time to get ready to read our new story.

A. Review Skill from Day One

During the last lesson, we talked about sequencing events.

What does 'sequence' mean? (the order of events or details)

B. Introduce Text Selection (Anthology)



Today we will read a nonfiction story about how frogs grow. To help us get ready to read, think about what you know about frogs. NOTE: Have the students take a minute to share with a partner what they know about frogs.

Have you ever seen or touched a real frog? What was it like? How did it feel? (Possible responses: green with long back legs; bumpy and wet skin)

What do you know about how frogs grow? (Possible responses: Eggs hatch and become tadpoles. The tadpoles lose their tails and grow legs.)

Now we will begin reading our new story. Turn in your Anthology to the story "The Life of a Frog."

C. State Lesson Objective/Purpose Based on Skill

During today's lesson, we will first preview the new story to look for clues so that we can make predictions. Then we will read together to find out how a frog grows.



Strategies

10 mins.

Look at the very first page of the story. NOTE: Have the students read the title aloud with you. Then have them preview the photos on all three pages.

What do you see in the first two photos? (a picture of a frog diving into the water, frog eggs)

Why do you think there are arrows? (to show how a frog grows from an egg)

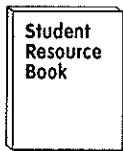
What predictions can you make about the story by looking at the title and the photos? (Possible responses: that a frog goes through many changes as it grows; a frog grows in a special order of stages)

Look closely at the words in green, and read them to yourself (hatch, tadpole, gills, breathe). *Think about the meanings of these words, which we learned during our last lesson. We will now read the nonfiction story "The Life of a Frog" chorally. Remember to think about the predictions you just made as you learn the sequence of changes in a frog's life.*

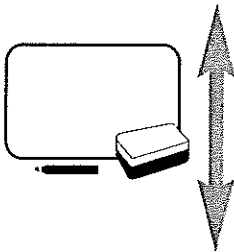
NOTE: Point to the path of arrows as you read.

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Integrated Writing Activity **5 mins.**



Now that we have finished reading, let's complete an activity to check our understanding. Turn to the Lesson 14 Comprehension Resource Sheet in your Student Resource Book. NOTE: Read the directions aloud. Have the students complete the activity, and then review their responses aloud.



Differentiation

Once students have finished the activity, direct them to list three new things they learned about frogs on their dry-erase boards.

Differentiation

Refer students back to the story. Review with students the pictures provided, and ask students to verbally describe how a frog grows.

Vocabulary

Review **10 mins.**

apply meanings to content words in the context of a story

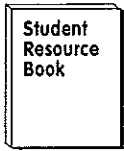


Remember the vocabulary we learned during the previous session? Now that we have read the nonfiction story, let's review the meanings of these words. NOTE: Write the words (breathe, gills, hatch, and tadpole) on the dry-erase board and call on volunteers to read each word aloud.

A. Guided Practice

Now, I want to see how well you can use clues from the story to figure out the correct word. NOTE: Using the sentences from the story containing the green words, read each aloud, saying ‘blank’ in place of the vocabulary word. Call on students to orally fill in the blanks.

B. Independent Practice



Now turn to the Lesson 14 Vocabulary Resource Sheet in your Student Resource Book. NOTE: Read the directions aloud. Then read each sentence aloud and have the students complete the activity independently, reviewing responses when done.



Differentiation

Once students have finished the activity, have them write a list of things they know about frogs.

Differentiation

Direct students to locate the green vocabulary words in the story. Have them write these words on their dry-erase boards.

**Summary/
Closure**



3 mins.

You worked well today. I have a few more questions for you.

Name three short ‘u’ words from the story “Mud is So Much Fun!”
(Possible responses: mud, fun, runs)

How are a frog and tadpole related? (a tadpole is a baby frog)

**Count/
Record Tokens**



5 mins.

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

Total Time



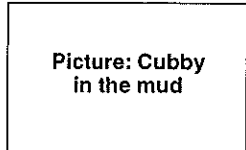
60 mins.

Phonics

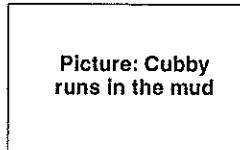
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Directions:

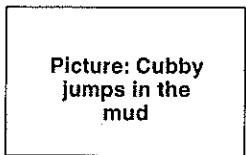
1. Read below each short 'u' word from the story "Mud Is So much Fun!"
2. Draw a picture of each short 'u' word that shows what Cubby did in the story.



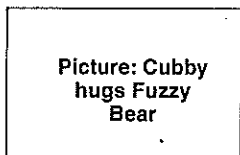
mud



runs



jumps



hugs

Fluency Focus

The Puppy That Sniffed Too Much

Nina and Carlos were playing at home. Dad came in with a box. He said, "Come see what is in the box."

Nina and Carlos looked in the box. There was a puppy!

The puppy sniffed Nina. He sniffed Carlos. He sniffed Dad. Then he sniffed Nina again!

Nina said, "Let's call him Sniffy!"



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Focus Skill

Sequence

You can tell about the changes in a story in the order that they happen.

Write 1, 2, 3, or 4 under each picture to show the order of how a frog grows.



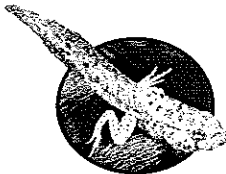
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Vocabulary

Directions:





1. Listen as the teacher reads each sentence aloud.
2. Think about the clues and write the correct word from the box in the blank.

gills tadpole breathe hatch

1. This is the name for a baby frog. tadpole
2. You must do this to live. breathe
3. These are body parts that fish and young frogs use to breathe. gills
4. This is how baby animals come from eggs. hatch

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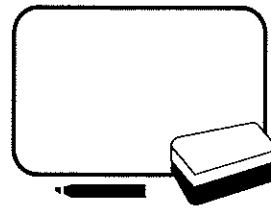
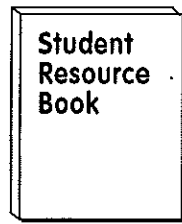
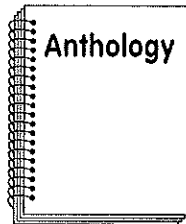
Lesson Twenty

<p>LESSON OBJECTIVE: Phonemic Awareness/ Phonics apply the substitution strategy to words with long vowel sounds</p> <p> 12 mins.</p>	<p>Fluency read a short passage with accuracy and intonation</p> <p> 5 mins.</p>	<p>Comprehension determine cause and effect in a selection</p> <p> 23 mins.</p>	<p>Vocabulary apply content words in context</p> <p> 10 mins.</p>
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SET-UP NOTES:

Lesson Materials:

- Student Resource Book: Student Resource Sheets: Phonics, Fluency, Comprehension, Vocabulary
- Anthology: "Take a Peek!" "Take Care of Yourself!"
- Dry-erase boards, dry-erase markers, erasers



Welcome

 2 mins.

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

Today, we will listen for and read words with long vowel sounds, practice smoothly reading a short story aloud, read to find cause and effect, and find the meanings of story vocabulary by using picture clues.

Phonemic Awareness/ Phonics

apply the substitution strategy to words with long vowel sounds

 **Review** 5 mins.

A. Read/Review Words with Day One Pattern/Skill

Let's begin today with a short review of our vowel sounds.

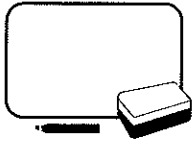
During the last session, we read words with what vowel sound? (long /e/)

What sound does long 'e' make? (/ē/)

How were the long 'e' words alike? (all began with one consonant sound and ended with the long 'e' sound)

Today we are going to learn about another spelling for the long 'e' sound.

B. Short Independent Practice



NOTE: Write 'ee' at the top of your dry-erase board. Point to it.

'ee' also makes the long 'e' sound. Watch as I write some words on the dry-erase board. Then we will read them together.

NOTE: Write the word 'see' directly under the 'ee' on your dry-erase board. Ask students to read the word with you. Next, add the letter 'k' to the end of the word 'see' to make the word 'seek,' and ask students to say the word with you. Then, write the word 'peek' under the word 'seek,' and read the word with students. Finally, ask students to read all of the words aloud.

Introduce Phonics Reader (Anthology) 2 mins.

Now we are going to read a short story where you will see and hear many words with the long 'e' sound. We will look for words with the 'ee' spelling pattern.



NOTE: Direct students to find the Phonics Reader story, "Take a Peek!," in the Anthology.

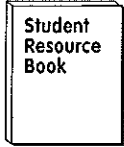
*Read the title of the book with me. ("Take a Peek!")
 What do you think the word 'peek' means? (to take a quick look)
 By looking at the title page, what do you think the story will be about?
 (Possible responses: a girl who sees different things on a trip; things that people peek at)*

Applied Practice: Reading Phonics Reader (Anthology) 5 mins.

I am going to read the story aloud to you. As I read each page, I want you think about the words that have the long 'e' sound. After I finish reading, we will talk about what happened in the story and will complete an activity with some of the long 'e' words.

NOTE: Read each page aloud. Allow students time to point to and read the words in their books that have the long 'e' sound.

*How did Lee use the sheet? (to make a tent in her backyard)
 What happened to the tent at the end of the story? (her dog pulled it down)*



NOTE: Direct students to their Phonics Resource Sheet. Read the directions aloud to them. Review completed work, instructing students to read the long 'e' words aloud.



Differentiation

When finished with their resource sheets, direct students to reread "Take a Peek" silently.

Differentiation

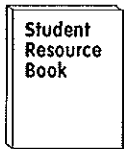
Ask students to point to each word on their activity sheet as you say it aloud. Then direct them to repeat the word after you.

Fluency



Review 5 mins.

read a short passage with accuracy and intonation



A. Student Rereads Fluency Passage: Whisper Reading

Today we are going to reread "Day and Night" from our last session. Each time we read the story, we will practice reading more quickly and easily.

Turn to your Fluency Resource Sheet, "Day and Night." Now, turn to a partner and have one partner read our story aloud.

NOTE: Direct students to work in pairs for the first round of reading. Monitor select students' fluency as they read.

B. Comprehension Questions

Let's take a minute to review our story. **NOTE:** Ask two or three comprehension questions to monitor students' understanding.

C. Continue Reading: Whisper Reading

Now it is time for your partner to read. **NOTE:** Monitor select students' fluency as they read.



Differentiation

Set a personal goal for increased speed, accuracy, and/or intonation.

Differentiation

Select a reduced portion of the text for fluency practice, and assign a specific part to individual students. Ask students to take turns reading their assigned part aloud.



Comprehension

determine cause and effect in a selection



Introduction 8 mins.

It is now time to get ready to read our new story. Let's review what we learned in our last session.

A. Review Skill from Day One

*What is cause and effect? (what and why something happens)
Who can give an example of cause and effect? (Accept reasonable responses.)*

B. Introduce Text Selection (Anthology)

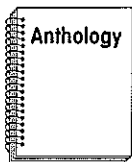
Today, we are going to read a nonfiction article about taking care of yourself.

Why do you think it is important to take care of yourself? (to stay healthy and strong)

What do you think would happen if you did not take care of yourself? (you could get sick)

C. State Lesson Objective/Purpose Based on skill

During today's lesson, we are first going to preview the new article to look for clues so that we can make predictions. Then we will read together to find examples of cause and effect. Open your Anthologies to "Take Care of Yourself."



Strategies 10 mins.

Look at the very first page of the article. Let's read the title together.
NOTE: Read the title aloud with students. Then give them about a minute to preview the photos on all four pages.

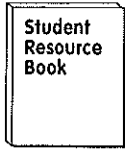
Look at the pictures on the first page. Tell me what you see. (Possible response: Kids are eating, brushing their teeth, and exercising.)

There are many clues in an article that help you better understand what you read. In addition to the green vocabulary words, there are also questions written in blue. These questions give you something to think about before you read each section. Let's now read chorally. Remember to think about each question that is asked and how the article answers it.

NOTE: Remind students to apply their Good Reader Strategies as they read.



Integrated Writing Activity 5 mins.



Now that we have finished reading, let's complete an activity together. In your Student Resource Books, you will complete a cause and effect chart. Turn now to the Comprehension Resource Sheet.

NOTE: Refer students to the Comprehension Resource Sheet. Read the directions aloud. Then read each 'cause' statement, along with the starter for the effect. Give students time to orally respond and to write their responses on each line. Go over responses when finished.



Differentiation

When students finish the activity, direct them to share their completed cause and effect statements with a partner.

Differentiation

Direct students to participate in the oral group discussion. When the group has identified the correct 'effect,' assist students in copying it from the word box.

Vocabulary

apply content words in context



Review 10 mins.

A. Review Content Words

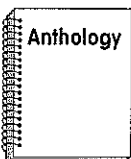
Now that we have read the nonfiction article "Take Care of Yourself!," we are going to review the meanings of the vocabulary words.



NOTE: Write the four words on your dry-erase board: exercise, germs, healthy, vitamins. Call on students to read each word aloud.

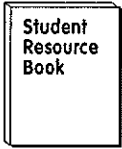
B. Guided Practice

Now we are going to complete a 'word hunt' activity to see how well you can use clues from the story to figure out the missing word. I am going to read aloud a sentence from the article. I will say 'blank' in place of the vocabulary word. Raise your hand and tell me the word that best completes the sentence. Ready?



NOTE: Refer students back to the article to look for the words in green. Read the sentence or sentences surrounding each word, saying 'blank' in place of the target word. Allow students time to think about the sentence clues to determine the missing vocabulary word.

C. Independent Practice



Now turn to the Vocabulary Resource Sheet on your own and use our words in new sentences.

NOTE: Read the directions with students. Assist students as they complete the activity.



Differentiation

When finished with their resource sheets, direct students to write a list of healthy foods. (ex: apples, tomatoes, milk)

Differentiation

Provide clues, as well as the first letter, for each missing word in the sentences.

**Summary/
Closure**



You worked very hard today. To close our lesson, I would like each of you to tell me:

three words from the story "Take a Peek!" that have the long 'e' sound.
(Possible responses: keep, peek, sheet)
what will happen if you exercise daily? (Possible responses: will stay in shape; not be tired as often)

**Count/
Record Tokens**



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

Total Time



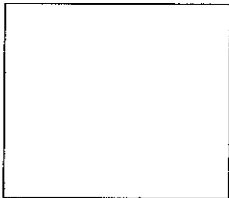
Phonics

(c+at=)

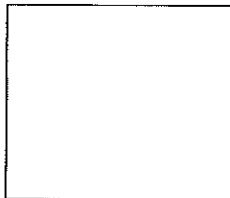
Directions:

1. Read each long 'e' word below from the story "Take a Peek!"
2. Draw a picture of each word.

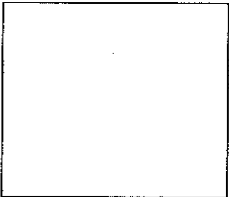
Drawings will vary.



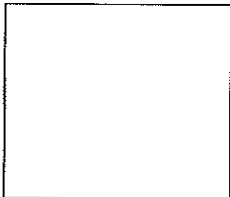
Lee



peek



sheet



queen

Fluency Focus

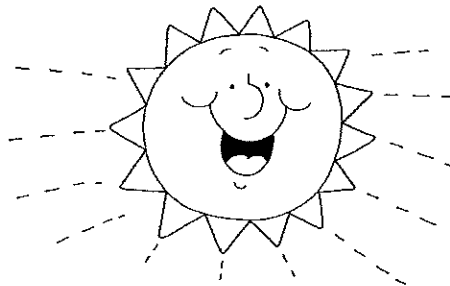
Day and Night

In the day, the sun shines.
It is light outside.

At night, the moon shines.
It is dark outside.



- What do you do in the day?
Do you run and play in the sun?
What do you do at night?
Do you close your eyes and go to sleep?



Focus Skill

What and Why

You can learn what happens. You can also learn why it happens.

Write the words to complete the chart.

germs strong healthy

Why Something Happens	What Happens
If you wash with soap and water—	then you kill _____ _____ germs _____
If you exercise—	then your body gets _____ _____ strong _____
If you eat right—	then you stay _____ _____ healthy _____

Vocabulary

Directions:

Listen as your teacher reads each sentence below. Use the words in the box and the pictures to complete each sentence.

germs exercise healthy vitamins

My favorite way to exercise is to ride my bike with friends.



Cleaning your hands with soap and water will kill germs.







Fruits and vegetables have many vitamins that are good for you.



It is very important to keep your body healthy so that you do not get sick.



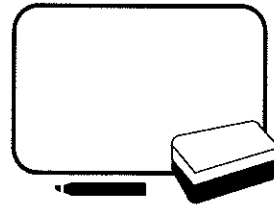
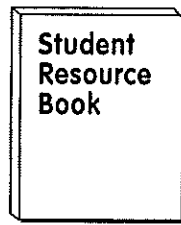
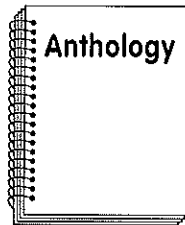
Lesson Twenty-four

LESSON OBJECTIVE: Phonemic Awareness/Phonics apply the substitution strategy to words with long vowel sounds  12 mins.	Fluency read a short passage with accuracy and intonation  5 mins.	Comprehension identify real or make-believe story components  25 mins.	Vocabulary determine the meanings of content  8 mins.
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SET-UP NOTES:

Lesson Materials:

- Student Resource Book:
Student Resource Sheets:
Phonics, Fluency,
Comprehension, Vocabulary
- Anthology: "Mike Likes Stripes," "Sam and Bob"
- Dry-erase boards, dry-erase markers, erasers



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Welcome

 2 mins.

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

Today, we are going to listen for and read words with long vowel sounds, practice reading a short story aloud smoothly with very few mistakes, complete an activity to tell whether a story is real or fantasy, and find the meanings of the vocabulary words by using story clues.

Phonemic Awareness/ Phonics

 Review 5 mins.

apply the substitution strategy to words with long vowel sounds

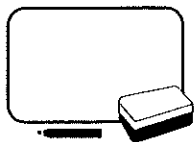
Read/Review Words with Day One Pattern/Skill

Let's begin today by reviewing our vowel sounds one more time.

During the last two sessions, you learned to read words with what vowel sound? (long /i/)

What sound does long 'i' make? (/ī/)

Now we are going to continue to practice reading words with the long 'i' sound.



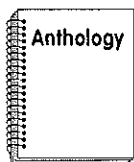
NOTE: Write the word part 'ine' at the top of your dry-erase board. Say the rime 'ine' and have students repeat. Under 'ine' write the word 'line.' Ask students to read the word with you. Repeat the same process for the words 'vine' and 'pine.' Finally, ask students to read the entire list of words with you.

Today we are going to continue to practice reading words together with the long 'i' by reading a short story together.

Read New Phonics Reader (Anthology) 2 mins.

During the last session, we read a story together that had many words with the long 'i' sound.

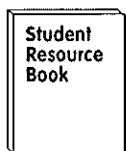
What was the title of that story? ("Mike Likes Stripes")



Today, we will be reading another story in your anthology that has many words with the long 'i' sound. After we read the story, you will be completing an activity on your own using some of the words from the story. As I read, please read along with me, and think about all the words that have the long 'i' sound.

NOTE: Direct students to the story "Home by Five" in the Anthology. Read the story chorally with the students, reminding them to apply their Good Reader Strategies.

Applied Practice/Formative Assessment 5 mins.



Now that we have finished reading the story, let's see what long 'i' words you remember by completing an activity on your own. Turn to the Phonics Resource Sheet in your Student Resource Book.

NOTE: Read the directions aloud to the students. Provide assistance with words from the story if needed. Review responses with students once the activity is complete.



Differentiation

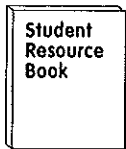
When they are finished the activity, direct students to write a silly sentence using all four words from the resource sheet.

Differentiation

Direct the students to orally provide words that complete each sentence. Provide assistance with copying words to the resource sheet.

Fluency

read a short passage with accuracy and intonation



Reading with Increased Speed, Accuracy, and Intonation

5 mins.

A. Establish Reading Goal

We have been reading "The Ugly Duckling" to practice reading more quickly and easily. Today we will read the story one last time, focusing on reading it with speed and accuracy.

Turn to your Fluency Resource Sheet, "The Ugly Duckling," in your Student Resource Book.

As you Whisper Read today, think about our goals: reading quickly, reading accurately, and reading with expression. Take a minute to think about your own personal goal for today. NOTE: Assist students with setting personal goals.

B. Whisper Read, Checking Fluency against Personal Goal

Now let's Whisper Read our story. NOTE: Direct students to Whisper Read the selection, monitoring select students as they read. Students can reread the selection if time permits.



Differentiation

Set a personal goal for increased speed, accuracy, and/or intonation.

Differentiation

Select a reduced portion of the text for fluency practice.

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Comprehension

identify real or make-believe story components



Review 10 mins.

Now it is time to reread the story we read during our last session.

A. State Lesson Objective/Purpose Based on Skill

Today we will use what you have learned about reality and fantasy for the story "Sam and Bob" to find other examples of real and make-believe events.

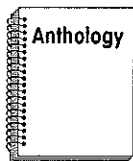
B. Review Skill from Day One

We have been learning about story events that can be either real or fantasy.

What is the difference between a real event and make-believe event? (A real event is one that can happen in our lives; a make-believe event cannot.)

Give me an example of a real event and a make-believe event. (Accept reasonable responses as time permits.)

C. Reread Text Selection (Anthology)



You will get a chance today to read the story “Sam and Bob” in your Anthology again. The last time we read it chorally. Now you will echo read the story with me. As we read the story again, think about some of the things that Sam and Bob did together.

NOTE: Direct students back to the story “Sam and Bob,” found in the Anthology. Read the title aloud, then point to the students to repeat the title. Continue reading the story in this way until finished.

Extension of Skill Beyond Text 10 mins.

Now let’s check your understanding of the details from the story by answering some questions. Remember to think about what happened and what was real and what was make-believe.

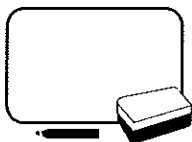
Who wanted to live with Sam? (Bob the monster)

Where did the monster want to live first? (under the bed)

What was it like under Sam’s bed? (it was cold)

What were some of the things that Sam and Bob did together? (Possible responses: played games, did homework, ate cookies)

What did Sam’s friend, Dan, think of Bob? (Dan was afraid at first, but after meeting Bob, he was fine.)

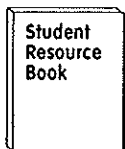


Have you ever had a make-believe friend? Or, if you have never had one, what kind of friend would you have if you could make one up?

NOTE: Allow students to share. Direct them to write details about a make-believe friend on their dry-erase boards.

Next, you will be able to use all that you have learned about reality and fantasy to help you complete a writing activity about a make-believe friend.

Activity: Your Turn to Write 5 mins.



Turn to the Comprehension Resource Sheet in your Student Resource Book.

NOTE: Read the directions with students. Direct them to use the details they wrote on their dry-erase boards. Provide assistance as needed. Review responses with students once the activity is complete.



Differentiation

When the activity is complete, direct students to share their pictures and sentences with a partner.

Differentiation

Direct students to draw one picture for each column and orally provide a sentence describing the make-believe friend.

Vocabulary

determine the meanings of content



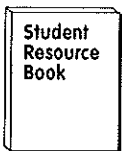
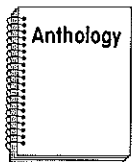
Review/Extension Activity

8 mins.

A. Independent Practice

Today we will complete a final activity with the words from the story "Sam and Bob."

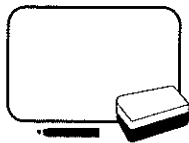
First, I would like you to look back at the story and find the words that we have been studying. Take turns pointing to each word and reading it to your partner. (monster, night, closet, friends, homework)



B. Formative Assessment

Now you are ready to complete an activity with four of the five vocabulary words in your Student Resource Book. Turn to the Vocabulary Resource Sheet.

NOTE: Read the directions aloud. Read each question aloud, and direct the students to fill in the bubble next to the correct answer. Review responses with students once the activity is complete.



Differentiation

When the activity is completed, ask the students to write on their dry-erase boards (either in words or pictures) examples of things that make-believe monsters do. (Possible responses: scare and chase people, become friends with people)

Differentiation

Direct students to complete a reduced portion of the resource sheet, providing assistance as needed.

**Summary/
Closure**



3 mins.

You did a great job today. To close our lesson, I would like each of you tell me:

two vocabulary words from the story "Sam and Bob" and what each word means. (closet—a place to hang clothes)

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Lesson Twenty-Four

what are three words that you read today that have the long 'i' sound?
(Possible responses: five, nice, pile)

**Count/
Record Tokens**



5 mins.

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

Total Time



60 mins.

Phonics

(c+at=)

Directions:

1. Think about the words with the long 'i' sound from the story "Home by Five."
2. Read each sentence below with your teacher.
3. Write the missing long 'i' words for each sentence. Use the pictures and words from the story to help you.

I need to be home by five.



I see a pile of leaves.



I see bees on a hive.



A green pine grows by my house.



Fluency Focus

The Ugly Duckling

Duck once had some ducklings.

The ducklings grew up and up.
One duckling grew too big.

Duck said, "You are too big and too ugly.
You do not belong."

Poor Ugly Duckling!
He wanted some friends.
He went to see Swan.



Ugly Duckling said, "I do not belong.
I am too big and too ugly."



Swan said, "You are not too big.
You are not ugly.
You are a swan!
And you belong with us!"

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Your Turn to Write

Think of a story about a make-believe friend. Draw something that could happen in real life. Draw something that could not really happen.

Could Happen	Could Not Happen
Drawings will vary.	

Write two sentences about your make-believe friend.
Use your chart.

Answers will vary.

Vocabulary

Fill in the circle next to the best answer.

1. People who have fun together are—
2. You keep clothes together in the—



cats



friends



table



bed



monsters



bears



closet



chair

3. The moon comes out at—

April 1996



day



night



noon



winter

4. After school, you may do your math—



homework



lunch



ball



dishes

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