

# Sample Lesson Overview: Level K

## 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:

|   |  |
|---|--|
| Phonemic Awareness                        | Listen to two words and decide whether they are the same or different. |
| Phonics/Letter Recognition/Letter Writing | Recognize and write the letter Aa and identify the sound /a/.          |
| Comprehension                             | Apply knowledge of story structure to identify characters and setting. |

## Lesson Plan #2 Title: Ace it! Lesson 15

Supporting Documents for Plan #2:

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

|   |  |
|---|--|
| Phonemic Awareness                        | Identify the onset and rime in a spoken word.                        |
| Phonics/Letter Recognition/Letter Writing | Review writing the letters Aa through Kk.<br>Decode VC words.        |
| Comprehension                             | Make predictions about a story.                                      |
| Vocabulary                                | Demonstrate understanding of vocabulary related to spatial concepts. |

### **Lesson Plan #3 Title: Ace it! Lesson 25**

Supporting Documents for Plan #3:

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

|   |   |
|---|---|
| Phonemic Awareness                        | Identify and isolate the initial and final sounds in a spoken word. |
| Phonics/Letter Recognition/Letter Writing | Recognize and write the letter Uu and identify the sound /u/.       |
| Comprehension                             | Make predictions about a story.                                     |
| Vocabulary                                | Review sight vocabulary words.                                      |

# LESSON 4

## LESSON OBJECTIVES

|   |  |
|---|--|
| Phonemic Awareness                        | Listen to two words and decide whether they are the same or different. |
| Phonics/Letter Recognition/Letter Writing | Recognize and write the letter Aa and identify the sound /a/.          |
| Comprehension                             | Apply knowledge of story structure to identify characters and setting. |
| Vocabulary                                | N/A  |

Phonemic Awareness

5 minutes

Phonics/Letter  
Recognition/Letter Writing

28 minutes

Comprehension

17 minutes

Vocabulary

N/A

## Lesson Materials

- Ace it! Student Workbooks*
- Letters and Numbers for Me* (pages 22, 36)
- Letters and Numbers for Me Teacher's Guide* (pages 60, 80, 152-153)
- The Real Mother Goose* (page 30: "ABC")
- Now I'm Reading! Book, Level 1 (Animal Antics): Fat Cat*
- AlphaTales – The Adventures of Abby Alligator* and copies of reproducible mini-book
- Handwriting Without Tears® (HWT) slates and chalk
- Handwriting Without Tears® (HWT) double line paper
- Highlighter (if needed, for tracing)
- Dry-erase boards and dry-erase markers
- Crayons and pencils

## SKILL DEFINITIONS

### Phonemic Awareness

**Auditory Discrimination:** The ability to hear the differences between sounds and words. For example, are two spoken words the same or different?

### Phonics/Letter Recognition/Letter Writing

**Sound:** /a/ as in apple (short a)

### Comprehension

**Story Structure:** Common elements in narrative stories including characters, setting, problem, and solution

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

**Setting:** Where and/or when a story takes place

# LESSON 4

## LESSON PLAN

---

Welcome

2 minutes

**NOTE:** Greet the students by name.

### State Lesson Objectives

*During today's lesson, we will listen to words and decide if they are the same or different, practice identifying and writing the letter Aa, learn the /a/ sound, and identify the characters and setting of a story.*

## PHONEMIC AWARENESS

---

Skill Introduction

5 minutes

### A) Nursery Rhyme Time

*Let's start with phonemic awareness and think about the sounds we hear in words.*

*It's nursery rhyme time! If you know this rhyme, you can say it with me!*

**NOTE:** Read "ABC" (*The Real Mother Goose*, page 30) aloud two or three times.

Encourage the students to repeat each line after you. Talk about the rhyming words (B, me).

### B) Skill Review with Teacher Modeling and Practice

*Today we will listen to two words and tell if the words are the same or different.*

*Do you remember what same means?* (Same means they are exactly alike, for example, "dog, dog.")

*Do you remember what different means?* (Different means that they are not alike, for example, "dog, log.")

*Some of the pairs of words we will be listening to today will be the same, and some will be different. I want you to stand up if the words are exactly the same. Sit down if the words are different or not exactly the same.*

**NOTE:** It may be helpful to have the students to repeat each pair of words.

| WORD PAIR         | EXPECTED RESPONSE |
|-------------------|-------------------|
| <i>let, let</i>   | stand up          |
| <i>Ted, red</i>   | sit down          |
| <i>pen, men</i>   | sit down          |
| <i>bell, bell</i> | stand up          |
| <i>sent, tent</i> | sit down          |

## C) Independent Practice

*Now you can do a few more on your own. Turn to the Lesson 4 Phonemic Awareness page in your workbook.*

**NOTE:** Assist students as they find the Lesson 4 Phonemic Awareness page in their workbooks. Remind students that each Phonemic Awareness page has headphones in the top corner. Point out the Phonemic Awareness and Lesson 4 heading at the top of the page. Then, review the directions. Explain that you will say two words aloud. The students will circle the smiley face if the words are exactly alike. They will circle the frowning face if the words are different or not exactly alike. (See table for word pairs.)

| WORD PAIR       | EXPECTED RESPONSE |
|-----------------|-------------------|
| <i>pet, bet</i> | frowning face     |
| <i>Ned, bed</i> | frowning face     |
| <i>net, net</i> | smiley face       |
| <i>men, men</i> | smiley face       |
| <i>met, set</i> | frowning face     |

**NOTE:** If needed, allow the students to repeat each pair of words.

## PHONICS/LETTER RECOGNITION/LETTER WRITING

### Introduction

2 minutes

#### A) Access Prior Knowledge

*Now it's time for phonics and letter writing. This is when we learn about the letters of the alphabet and practice handwriting skills.*

*Let's sing and clap the ABC song.*

**NOTE:** Sing and clap the ABC song together, as noted here:

*ABCD EFG HIJK L (clap) M (clap) N (clap) O (clap) P (clap) (clap) QRS TUV WX YZ*

#### B) Skill Introduction

*What is the name of the first letter we sang in our ABC song? (A)*

*The letter Aa is the first letter of the alphabet. Today we are going to learn more about the letter Aa. The alphabet is made up of two kinds of letters: vowels and consonants. There are five vowels in the alphabet. The rest of the letters are consonants. We use vowels and consonants to form words. The letter Aa is a vowel.*

### Direct Skill Instruction and Guided Practice

21 minutes

**NOTE:** Write capital A and lowercase a on the dry-erase board.

*This is capital A and lowercase a.*

*How can you tell which is the uppercase A? (It is the bigger one, the taller one, and it has all straight lines.)*

# LESSON 4

*How can you tell which is the lowercase a? (It is the smaller one, the short one, and it has a circle.)*

*Do you have the letter Aa in your name? Is it a capital A or a lowercase a?*

*Let's look at a book that uses uppercase A and lowercase a. The title of this book is Fat Cat.*

**NOTE:** Hold up the book Fat Cat. Open to the first page (A cat.)

*Point to the uppercase A on this page.*

*Point to the lowercase a on this page.*

*I am going to read this book to you, and I want you to pay attention to uppercase A and lowercase a.*

**NOTE:** Stop once or twice to have the students point to uppercase A and lowercase a.

*Listen to these words from the story: cat, fat, ran, fast, last, sad, clap. All of these words have the sound /a/. Do you hear it? We call this the short a sound. Let's say the sound together: /a/.*

*Can you think of any other words that have the /a/ sound?* (Possible responses: apple, hat, mad, pat)

*Now let's practice writing uppercase A and lowercase a. We will start with uppercase A. We have learned about the words top, bottom, and middle. Do you know where you should start writing a capital letter? Should you start at the top, bottom, or middle?* (top) Here is a fun song we can sing about where to start letters.

**NOTE:** Sing "Where Do You Start Your Letters?" on pages 152-153 of *Letters and Numbers for Me Teacher's Guide*. Invite the students to sing along with you and use hand gestures for "Where" and "At the top!"

## A) HWT Direct Instruction: A

*I am going to show you how to write uppercase A. Remember, I need to start the letter at the top!*

**NOTE:** Demonstrate how to write uppercase A on the HWT slate with chalk. As you write the letter, say the words for each step (found on page 60 of *Letters and Numbers for Me Teacher's Guide*). Point out the smiley face at the top left corner of the HWT slate. The smiley face will help students remember to start letters at the top. For the letter A, make a dot at the top center of the HWT slate, since uppercase A is called a Center Starting Capital.

## B) HWT Guided Practice: A

*We are going to start with capital A on page 22.*

**NOTE:** Give students their copies of *Letters and Numbers for Me*. Help students find page 22. It may be helpful to write the page number on the dry-erase board, so students can see the number they are looking for. There are two capital letters on this page. Once students are on the correct page, tell them to find the letter A. Point out the word ALLIGATOR and the illustration of the alligator. Tell students that ALLIGATOR starts with the letter A. The word ALLIGATOR has another letter A, too.

***Let's finger trace capital A.***

**NOTE:** Guide students as they finger trace the step-by-step models on page 22 of *Letters and Numbers for Me*. Students should start by finger tracing the black capital A. Next, they will finger trace the wood piece images. Then, they will finger trace the letter on the slate image. Make sure students say the words for each step as they finger trace.

***Now, it's your turn to write uppercase A. You will practice with the slate and chalk first.***

**NOTE:** Give each student the HWT slate with chalk. Make a dot at the top center of each student's HWT slate, to show where to start. Guide students as they write the letter on the HWT slate while saying the words for each step.

**NOTE:** In each handwriting lesson, students will first use the HWT slate and chalk to practice writing uppercase letters.

***Look at page 22 again. Find the capital A in the gray block. The directions above it say "Copy A."***

**NOTE:** Point to the directions as you read.

***You are going to practice tracing and copying uppercase A twice.***

**NOTE:** Give each student a pencil. Have students trace the model/write uppercase A twice on page 22, staying within the gray blocks. Encourage students to say the words for each step. Students will finish the page during Independent Practice.

**NOTE:** Monitor and correct posture, paper placement, and grip, as appropriate. If a posture break is needed, use the "Stomp Your Feet" Activity found on page 35 in *Letters and Numbers for Me Teacher's Guide*. Other advice may be found in the Remediation Tips section, beginning on page 185 of *Letters and Numbers for Me Teacher's Guide*.

## C) HWT Direct Instruction: a

***Let's learn how to write lowercase a.***

**NOTE:** Introduce the students to the HWT double line paper. Show students that there is a top space, a middle space, and a bottom space, as well as a mid line and a base line. Lowercase a is a small letter. It will be written in the middle space, and it will bump the lines. Demonstrate how to write lowercase a on the paper. As you write the letter, say the words for each step (found on page 80 of *Letters and Numbers for Me Teacher's Guide*). Tell students that lowercase a starts with a Magic c stroke. Please note that although this instruction refers to the letter c, students will not learn about the letter c until Lesson 6.

## D) HWT Guided Practice: a

***Let's finger trace lowercase a on page 36 of your book.***

**NOTE:** Help students find page 36. You may want to write the page number on the dry-erase board, so students can see the number they are looking for. Once students are on the correct page, read the sentence "A is for avocado." Have the students find the word avocado and look at the illustration of the avocado. Tell students that avocado starts with the letter a. There is another letter a in the word avocado, too.

**NOTE:** Guide students as they finger trace the step-by-step models on page 36 of *Letters and Numbers for Me*. Point out the bunny in the hat (Magic c Bunny). Students should start by tracing the Magic c next to the Magic c Bunny. Then, they will trace the images that follow. Make sure students say the words for each step as they finger trace.

# LESSON 4

***Now, it's your turn to write lowercase a. You can practice with the double line paper first.***

**NOTE:** Give each student HWT double line paper. Point out the mid line and base line on the paper. Make a dot on the mid line to show each student where to start. Guide students as they write the letter on the paper while saying the words for each step.

**NOTE:** In each handwriting lesson, students will first use HWT double line paper to practice writing lowercase letters. The lines will help students understand size and letter placement.

***Let's look at page 36 again. Find the uppercase A in the gray block. There is a lowercase a next to it. Look above those letters. The directions say "Start on the dot. Copy a."***

**NOTE:** Point to the directions as you read.

***You are going to practice tracing and copying lowercase a twice.***

**NOTE:** Have each student use his or her pencil to trace the model/write lowercase a twice. Encourage students to say the words for each step. Students will finish the page during Independent Practice.

**NOTE:** Monitor and correct posture, paper placement, and grip, as appropriate. If a posture break is needed, use the "Stomp Your Feet" Activity found on page 35 in *Letters and Numbers for Me Teacher's Guide*. Other advice may be found in the Remediation Tips section, beginning on page 185 of *Letters and Numbers for Me Teacher's Guide*.

## Independent Practice

5 minutes

***Now that you know how to recognize and write capital A and lowercase a, it's time to practice on your own. Think about how to write each letter: start correctly, do each step, and bump the lines.***

**NOTE:** Direct students to finish tracing the models and writing the letters on pages 22 (A) and 36 (a) in *Letters and Numbers for Me*. Point out that the last letter is written on a single line or a double line. This is known as the "Check Letter," which gives students a chance to evaluate their formation (start, steps, and bump).

### Differentiation ↑

After they complete the pages, students should color the pictures and add details. If time allows, have students read some of the sentences in Fat Cat.

### Differentiation ↓

After they complete the pages, students should practice writing Aa on the HWT slate or HWT double line paper. Encourage students to say the steps as they write each letter. If any students need extra guidance before writing, use a highlighter to write the letters on HWT double line paper. Students can trace the letters first and then copy them.

## COMPREHENSION

## Introduction

2 minutes

**Introduce Skill in Isolation**

*We will now talk about comprehension skills that help us understand stories that we hear and read.*

*The important parts of a story make up its structure. Story Structure includes characters and setting. Characters are the people or animals in the story. The main character is who the story is mostly about. The setting is where and when the story takes place.*

*What is your favorite story?* (Discuss with students.)

*Who are some of the characters in your favorite story?* (Discuss with students.)

*What is the setting of your favorite story?* (Discuss with students.)

## Direct Skill Instruction

10 minutes

**This book is called *The Adventures of Abby Alligator*.**

**NOTE:** Hold the book *The Adventures of Abby Alligator* incorrectly. Take time for a brief review of print awareness.

***Am I holding this book the right way? Where is the title? Where can I find the author's and illustrator's names? Where do I start reading? Where do I go after that? Point to a letter on this page. Point to a word on this page.***

**NOTE:** Give each student a copy of the reproducible mini-book.

***I am going to read this book to you, and I want you to follow along in your book. While I read this story, I want you to pay attention to the characters and the setting.***

**NOTE:** Read *The Adventures of Abby Alligator* aloud. Stop periodically to discuss what is happening on each page. Point out some of the short a words in the story: Abby, alligator, apples, animal, astronaut, etc.

**NOTE:** After reading, ask the following questions.

***Who is this story about?*** (The main character is Abby the alligator.)

***What is the setting of the story?*** (On the first page, Abby is at graduation. In the rest of the story, the setting changes, depending on what Abby wants to be. She is an acrobat at a circus, an animal doctor at an office, etc.)

## Guided Practice

5 minutes

***Now you will draw a picture about the main character and setting in *The Adventures of Abby Alligator*. Turn to the Lesson 4 Comprehension page in your workbook.***

**NOTE:** Assist students as they find the Lesson 4 Comprehension page in their workbooks. Remind students that each Comprehension page has a head with gears in the top corner. Point out the Comprehension and Lesson 4 heading at the top of the page. Have each student write his or her name on the line. Read the directions aloud.

# LESSON 4

## Differentiation ↑

After the students have completed the page, they should write words or a sentence about the picture at the bottom of the page, or if more space is needed, the students may use HWT double line paper. Read the students' words or sentences aloud together.

## Differentiation ↓

Before starting the page, each student should tell you what he or she plans to draw. After each student has completed the page, ask him or her to tell you about the picture. Write the words or sentence(s) at the bottom of the page. Read the words or sentence(s) aloud together.

## WRAP-UP

---

### Summary/Closure

5 minutes

*We have had a very busy session today! To end our session:*

- *Point to a capital A in your mini-book.*
- *Point to a lowercase a in your mini-book.*
- *Tell me the sound of short a. (/a/)*

*Now you will complete your Learning Log for this lesson. As you know, a Learning Log helps you think about what you have learned. Turn to the Lesson 4 Learning Log page in your workbook.*

**NOTE:** Assist students as they find the Lesson 4 Learning Log page in their workbooks. Remind students that each Learning Log page has a pencil in the top corner. Point out the Learning Log and Lesson 4 heading at the top of the page. Have each student write his or her name on the line. Read the question/prompt aloud. Explain that the students can draw a picture or a labeled diagram to answer the question/prompt. If time permits, ask each student to tell you about his or her picture. Write the student's words or sentence(s) at the bottom of the page. Read the words or sentence(s) aloud together.

### Count and Record Tokens

3 minutes

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

ANSWERS AND SAMPLE RESPONSES ARE **BOLD OR SHADED**.



## PHONEMIC AWARENESS | LESSON 4

### Auditory Discrimination

Directions:

1. Listen as the teacher says a pair of words.
2. Next to each number, circle the "smiley face" if the words are exactly the same and the "frowning face" if the words are different or not exactly the same.

1.)



2.)



3.)



4.)



5.)



## COMPREHENSION | LESSON 4



### Story Structure

Name \_\_\_\_\_

Directions: In the box, draw a picture that shows the character and setting from the story *The Adventures of Abby Alligator*.

**Acceptable answers should include a drawing of Abby the alligator in one of the settings from the story - at a circus, in outer space, on stage, etc.**

---

---

---



## LESSON OBJECTIVES

|   |  |
|---|--|
| Phonemic Awareness                        | Identify the onset and rime in a spoken word.                        |
| Phonics/Letter Recognition/Letter Writing | Review writing the letters Aa through Kk.<br>Decode VC words.        |
| Comprehension                             | Make predictions about a story.                                      |
| Vocabulary                                | Demonstrate understanding of vocabulary related to spatial concepts. |

Phonemic Awareness

9 minutes

Phonics/Letter  
Recognition/Letter Writing

20 minutes

Comprehension

15 minutes

Vocabulary

6 minutes

## Lesson Materials

- Ace it! Student Workbook*
- Letters and Numbers for Me Teacher's Guide* (pages, if needed, are listed in lesson)
- The Real Mother Goose* (page 102: "Pease Porridge")
- Now I'm Reading! Book, Level 1 (Playful Pals): Rat Naps*
- Reading Rods: Aa through Kk
- HWT double line paper
- Highlighter (if needed, for tracing)
- Dry-erase boards and dry-erase markers
- Crayons and pencils
- Students' rings of sight word cards

## SKILL DEFINITIONS

### Phonemic Awareness

**Onset:** The part of the word that comes before the vowel sound. In this lesson, the onset is referred to as the beginning sound in a word. In the word bag, the onset (beginning sound) is /b/.

**Rime:** The part of a word that includes the vowel sound and any consonant sounds that come after it. In this lesson, the rime is referred to as the ending sound of a word. In the word bag, the rime (ending sound) is /ag/.

### Phonics/Letter Recognition/Letter Writing

**Decode:** The ability to read printed words, whether they are real words or nonsense words

**VC Word:** A word (real or nonsense) that consists of a vowel and a consonant (e.g., at, am, eg, it, on, op, up). The vowel in a VC word is read as a short vowel.

# LESSON 15

## Comprehension

**Prediction:** A logical guess about what will happen next based on clues in the title, illustrations, and story

## Vocabulary

**Spatial Concepts:** Concepts related to positions in space (e.g., under, above, left, right)

## LESSON PLAN

---

### Welcome

2 minutes

**NOTE:** Greet the student by name.

#### State Lesson Objectives

*During today's lesson, we are going to identify the beginning sound and the ending sound in words that we hear, review the letters Aa through Kk, read real words and nonsense words, make predictions about a story, and learn vocabulary words that tell where things are in relation to each other.*

## PHONEMIC AWARENESS

---

### Skill Introduction

9 minutes

#### A) Nursery Rhyme Time

*Let's start with phonemic awareness and think about the sounds we hear in words.*

*It's nursery rhyme time! If you know this rhyme, you can say it with me!*

**NOTE:** Read "Pease Porridge" (*The Real Mother Goose*, page 102) aloud two or three times. Encourage the students to say it aloud with you. Review the rhyming words in the nursery rhyme (hot, pot; cold, old). Ask students to produce other words (real or nonsense) that rhyme with hot and pot.

#### B) Skill Introduction with Teacher Modeling and Practice

*Today we will start our lesson by listening to words and identifying the sounds we hear. Let's think about rhyming words. When words rhyme, they have the same ending sound. For example, the words hot and pot from our nursery rhyme are rhyming words.*

*The words hot and pot both end with the same sound. Let's say the words together: hot, pot.*

*Do you hear the same sound at the end? What sound do you hear? Let's say the ending sound together: /ot/. We know hot and pot are in the same word family because of the sound /ot/ at the end.*

*What's different about those words? The beginning sound you hear in each word is different. For example, /h/ is the beginning sound in hot. Let's say this beginning sound together: /h/.*

# LESSON 15

**NOTE:** Make sure you say the letter sound and not the name of the letter. Do not add /uh/ to the sound.

**In pot, the beginning sound is /p/. Do you hear that sound? Let's say it together: /p/, pot.**

**Let's practice listening for beginning and ending sounds.**

**Say big: big. What is the beginning sound in big? (/b/)**

**Say big: big. What is the ending sound in big? (/ig/)**

**Say cat: cat. What is the beginning sound in cat? (/k/)**

**Say cat: cat. What is the ending sound in cat? (/at/)**

**Now you are going to listen for beginning and ending sounds in some words. I'm going to say a word. I want you to give me thumbs up if I say the correct beginning or ending sound. I want you to give me thumbs down if I do not say the correct beginning or ending sound. I will model the first two for you.**

| PROMPT   | RESPONSE         |
|--|------------------|
| <b>cow: The beginning sound in <u>cow</u> is /k/.</b>  | <b>thumbs up</b> |
| <b>cow: The ending sound in <u>cow</u> is /ow/.</b>    | <b>thumbs up</b> |
| <b>bat: The beginning sound in <u>bat</u> is /b/.</b>  | thumbs up        |
| <b>bat: The ending sound in <u>bat</u> is /it/.</b>    | thumbs down      |
| <b>dog: The beginning sound in <u>dog</u> is /og/.</b> | thumbs down      |
| <b>dog: The ending sound in <u>dog</u> is /og/.</b>    | thumbs up        |

**NOTE:** Discuss the correct answer for each thumbs down response.

**Now that you have practiced listening to the beginning and ending sounds in words, you are ready to do more on your own.**

## C) Independent Practice

**Turn to the Lesson 15 Phonemic Awareness page in your workbook. You will be listening for the correct beginning and ending sounds in each word that I say.**

**NOTE:** Assist students as they find the Lesson 15 Phonemic Awareness page in their workbooks. Remind students to look for the headphones, as well as the Phonemic Awareness and Lesson 15 heading. Read the directions aloud. Say the following:

- 1. hen: The beginning sound in hen is /en/.**
- 2. fig: The beginning sound in fig is /f/.**
- 3. cab: The ending sound in cab is /k/.**
- 4. job: The beginning sound in job is /ob/.**
- 5. bug: The ending sound in bug is /ug/.**

**NOTE:** If needed, students may repeat each word and sound before circling their answers.

# LESSON 15

## PHONICS/LETTER RECOGNITION/LETTER WRITING

---

Review

2 minutes

### A) Sing ABC Song

*Now it's time for phonics and letter writing, when we learn about the letters of the alphabet and practice handwriting skills.*

*Let's sing and clap the ABC song.*

**NOTE:** Sing and clap the ABC song together, as noted here:

**ABCD EFG HIJK L** (clap) **M** (clap) **N** (clap) **O** (clap) **P** (clap) (clap) **QRS TUV WX YZ**

### B) Recognize Letters from Previous Lessons

**NOTE:** Put out Reading Rods Aa through Kk in random order. Ask each student to choose a letter. Have each student name his or her letter, tell whether it is capital or lowercase, and say the sound of the letter. Continue until you have gone through at least 8 letters with students.

Direct Skill Instruction and Guided Practice

13 minutes

**NOTE:** Give a pencil and HWT double line paper to each student.

*We are going to practice writing the letters we have learned so far. Think about how to write each letter: start correctly, do each step, and bump the lines.*

**NOTE:** If you feel that any students would benefit from extra guidance with a specific letter, use a highlighter to write the letter on the HWT double line paper. The students can trace the letter and then copy it.

*Let's start with capital A. Watch as I write capital A on my paper.*

**NOTE:** Model how to write capital A using the HWT double line paper. Remind students that capital A is a tall letter, so it will start in the top space.

*Write capital A on your paper.*

**NOTE:** If needed, make a dot in the top center space of each student's paper to show him or her where to start. Watch as students write capital A. Monitor posture, paper placement, and pencil grip. If any students need additional assistance writing capital A, refer to page 60 in *Letters and Numbers for Me Teacher's Guide*.

*Watch as I write lowercase a on my paper.*

**NOTE:** Model how to write lowercase a using the HWT double line paper. Remind students that lowercase a is a small letter. Remind students to leave a space between the letters A and a.

*Now I want you to write lowercase a on your paper.*

**NOTE:** If needed, make a dot on the mid line of each student's paper to show him or her where to start. Watch as students write lowercase a. Monitor posture, paper placement, and pencil grip. If any students need additional assistance writing lowercase a, refer to page 80 in *Letters and Numbers for Me Teacher's Guide*.

**NOTE:** Continue with the letters Bb through Jj. Refer to the following pages in *Letters and Numbers for Me Teacher's Guide* if any students need additional assistance:

|                   |                   |
|-------------------|-------------------|
| Bb: pages 49, 103 | Gg: pages 59, 82  |
| Cc: pages 58, 72  | Hh: pages 52, 102 |
| Dd: pages 48, 81  | Ii: pages 61, 88  |
| Ee: pages 47, 89  | Jj: pages 62, 95  |
| Ff: pages 47, 104 | Kk: pages 52, 92  |

*The letters in words tell you what sounds to make when you are reading. When you see a new word, look at the letters. Think about the sound each letter makes and say each sound. Then, blend the sounds together to form the word.*

*Let's practice reading words with two letters. We will use some of the letters we have already learned. Take a look at this word.*

**NOTE:** Write the word if on the dry-erase board. Use one color for the vowel and a different color for the consonant.

*There are two letters in this word: i-f.*

**NOTE:** Point to each letter as you say its name.

*The letter i is a vowel. The letter f is a consonant.*

**NOTE:** Explain that you are writing the vowel in one color and the consonant in a different color.

*The letters i-f make the sounds /i/-/f/.*

**NOTE:** Point to each letter as you say its sound.

*When I blend the sounds together and say the word, the sounds /i/-/f/ make the word if.*

**NOTE:** Slowly slide your finger under the letters as you read the word.

*The word if is a real word. It can be used in a sentence: We will go outside if it doesn't rain.*

*Sometimes, letters come together to form a made-up word. We call these nonsense words. We can read nonsense words the same way as real words, but nonsense words can't be used in sentences. It's fun to practice reading nonsense words! Take a look at this nonsense word.*

**NOTE:** Write the nonsense word aj on the dry-erase board. Use one color for the vowel and a different color for the consonant.

*There are two letters in this word: a-j.*

**NOTE:** Point to each letter as you say its name.

*The letter a is a vowel. The letter j is a consonant.*

*The letters a-j make the sounds /a/-/j/.*

**NOTE:** Point to each letter as you say its sound.

*When I blend the sounds together and say the word, the sounds /a/-/j/ make the nonsense word aj.*

**NOTE:** Slowly slide your finger under the letters as you read the word.

*Now, let's practice reading some words. Each word will have one vowel and one consonant. Some of them will be nonsense words.*

# LESSON 15

**NOTE:** Write the nonsense word **eb** on the dry-erase board. Use one color for the vowel and a different color for the consonant.

**Let's say the two letters in this word: e-b.**

**NOTE:** Point to each letter as you say its name.

**What sound does the letter e make? (/e/)**

**NOTE:** Point to the letter e as you say its sound.

**What sound does the letter b make? (/b/)**

**NOTE:** Point to the letter b as you say its sound.

**Let's blend the sounds together and say the word: eb.**

**NOTE:** Slowly slide your finger under the letters as you read the word.

**Is eb a real word or a nonsense word? (nonsense)**

**NOTE:** Continue by writing the following words on the dry-erase board. Work with the students to decode each word.

Words: ig, ab, Ed

- **Let's say the two letters in this word.**

**NOTE:** Point to each letter as you say its name.

- **What sound does the letter    make?**

**NOTE:** Point to the letter as you say its sound.

- **What sound does the letter    make?**

**NOTE:** Point to the letter as you say its sound.

- **Let's blend the sounds together and say the word.**

**NOTE:** Slowly slide your finger under the letters as you read the word.

- **Is    a real word or a nonsense word?**

## Independent Practice

5 minutes

**Now that you know how to read words with two letters, you are ready to do some more practice on your own.**

**You are going to form your own words with one vowel and one consonant.**

**NOTE:** Erase the words on the dry-erase board. Then, write the vowels a, e, and i in one color on the left side of the board. Draw a line down the middle of the dry-erase board. Write the consonants b, d, f, g, j, k in another color on the right side of the board.

**Take one vowel from the left side of the board and write it on your dry-erase board. Then, take one consonant from the right side of the board and write it on your dry-erase board. Read the word. Then, do it again. Try to complete five words.**

**NOTE:** Have the students form their own VC words. Make sure students use one vowel and one consonant in each word. Listen to students as they decode their words independently. Allow time for students to complete four or five words.

### Differentiation ↑

After they complete the activity, have students work with partners to decode VC words together on their dry-erase boards.

## Differentiation ↓

After they complete the activity, students should review the letter sounds for Aa through Kk.

## COMPREHENSION

---

Review

6 minutes

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

*Let's turn our attention to comprehension skills. Today we will make predictions to better understand a story.*

### B) Review Skill

*We have been talking about predictions. Tell me what a prediction is.* (a guess about what is going to happen in a story)

*What do we use to make predictions?* (title, pictures, descriptions, events in the story)

### C) Read Text Selection

*The book **Rat Naps** is written by Nora Gaydos. It is illustrated by BB Sams.*

*We will use the title and cover illustration to make our first prediction.*

*What is happening in the picture on the cover of this book?* (Possible responses: A rat is sleeping. There is a fan spinning. It looks like the rat might be hot.)

*Based on the title and front cover of this book, what do you think will happen in this story? Why?* (Accept all reasonable predictions. Ask students to give support for their predictions.)

*This book does not have a description on the back.*

*I'm going to read the story, and I want you to listen and think about what you think will happen next. We will stop to talk about the story and the pictures.*

**NOTE:** Read the story aloud.

**NOTE:** Ask the following question after reading "A tan hat."

*Who do you predict that this hat belongs to? Why?* (It belongs to the rat. He is wearing it on the front cover.)

**NOTE:** Ask the following questions after reading "A tan hat sat on a rat."

*Is your prediction about the hat correct? How do you know?* (The story and the picture show that the hat is on the rat.)

*Look at the picture on this page. What do you predict will happen next?* (The rat is yawning in the picture, so he will probably take a nap.)

**NOTE:** Ask the following question after reading "RAP, TAP, TAP!"

*What is happening to the fan?* (The cord is caught on the rat's tail. The fan starts to rattle. It wakes up the rat.)

**NOTE:** Ask the following question after finishing the story.

*Was your prediction about the story correct?* (Answers will vary.)

# LESSON 15

*You probably noticed some rhyming words in this book. Can you tell me some of the rhyming words?* (hat, rat, sat, cat; tan, fan; naps, taps; rap, tap, nap)

## Extension of Skill Beyond Text

4 minutes

*When I read or listen to a story, I use a lot of skills to understand the story. Today we made and checked predictions. This helped us to better understand the story. Now we will make another prediction about what might happen next after the book ends. First, let's review what we know about the end of the story.*

**NOTE:** Show students the last page of the story.

*What is happening on the last page of the story?* (The hat is on the cat's ear. The cat looks surprised. The rat looks scared. The rat is running away from the cat.)

*What do you know about rats and cats?* (They do not like each other. Cats sometimes chase rats.)

*Think about the answers to these questions. They will help you make a good prediction about what might happen next.*

## Activity: Your Turn to Create

5 minutes

*It's your turn to draw a picture that shows your prediction of what will happen after the end of this story. Turn to the Lesson 15 Comprehension page in your workbook.*

**NOTE:** Assist students as they find the Lesson 15 Comprehension page in their workbooks. Remind students to look for the head with gears, as well as the Comprehension and Lesson 15 heading. Have each student write his or her name on the line. Read the directions aloud.

### Differentiation ↑

After they complete the page, students should write a sentence about their predictions at the bottom of the page or on HWT double line paper. Read the students' sentences aloud together.

### Differentiation ↓

Before starting the page, each student should tell you what he or she plans to draw. After completing the page, have each student tell you about his or her prediction. Write the sentence at the bottom of the student's workbook page. Read the sentence aloud together.

## VOCABULARY

---

### Vocabulary Development

6 minutes

#### A) Guided Practice and Direct Instruction

*Today we are going to learn vocabulary words that help us tell where something is in relation to something else. Our new words today are over, up, and down.*

# LESSON 15

**NOTE:** Write the vocabulary words over, up, and down on the dry-erase board. Draw a tree on the dry-erase board. Draw a cloud directly over the tree.

*This cloud is over the tree. I know this because it is above the tree, and the tree is under the cloud. Over means above.*

*On your dry-erase board, draw a tree. Draw a sun over the tree. (Check for appropriate drawings.)*

**NOTE:** Add a sun and a bird to the top part of your dry-erase board. Add a person and a flower to the bottom of your dry-erase board.

*Our next two words are up and down. Up means that it is higher; it is at the top. The sun is up in my picture. It is higher than the tree. It is at the top of the board. Down means that it is lower; it is at the bottom.*

*What else is up in my picture? (cloud, bird)*

*How do you know? (higher, at the top)*

*What else is down in my picture? (tree, person, flower)*

*How do you know? (lower, at the bottom)*

*Let's practice using these words as we play a quick game of Simon Says. Remember, you need to do what Simon says.*

**NOTE:** For each command, check for appropriate responses.

1. *Simon says, "Stand up."*
2. *Simon says, "Sit down."*
3. *Simon says, "Put your hands over your head."*
4. *Simon says, "Put your hands down in your lap."*

## B) Independent Practice

*Now you are ready to do some more work with these new words. Turn to the Lesson 15 Vocabulary page in your workbook.*

**NOTE:** Assist students as they find the Lesson 15 Vocabulary page in their workbooks. Remind students to look for the puzzle piece, as well as the Vocabulary and Lesson 15 heading. Have each student write his or her name on the line. Read the directions aloud. Students will complete the page independently.

### Differentiation ↑

After they complete the page, students should complete the activity at the bottom of the page. Then, they may write a sentence about their drawings.

### Differentiation ↓

As students complete the page, encourage them to describe each item before circling it, crossing it out, or underlining it. For example, "The sun is over the tree, so I will circle it. The sun is also up, so I will cross it out." If time allows, students may complete the activity at the bottom of the page.

**NOTE:** If time permits, students should review their sight word cards.

# LESSON 15

## WRAP-UP

---

### Summary/Closure

5 minutes

**You worked very hard today! To end our session:**

**NOTE:** Write ab on the dry-erase board. Read this word aloud.

**NOTE:** Write ej on the dry-erase board. Read this word aloud.

**NOTE:** Write ib on the dry-erase board. Read this word aloud.

**Now it's time to complete your Learning Log. Turn to the Lesson 15 Learning Log page in your workbook.**

**NOTE:** Assist students as they find the Lesson 15 Learning Log page in their workbooks. Remind students to look for the pencil, as well as the Learning Log and Lesson 15 heading. Have each student write his or her name on the line. Read the question/prompt aloud. Explain that the students can draw a picture or a labeled diagram to answer the question/prompt. If time permits, ask each student to tell you about his or her picture. Write the student's words or sentence(s) at the bottom of the page. Read the words or sentence(s) aloud together.

### Count and Record Tokens

3 minutes

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

ANSWERS AND SAMPLE RESPONSES ARE **BOLD OR SHADED**.



## PHONEMIC AWARENESS | LESSON 15

### Beginning and Ending Sounds

Directions:

- Listen as the teacher says a word and its beginning or ending sound.
- Next to each number, circle the "smiley face" if the sound is correct. Circle the "frowning face" if the sound is not correct.

1.)  

2.)  

3.)  

4.)  

5.)  

## COMPREHENSION | LESSON 15

### Making Predictions

Name \_\_\_\_\_

Directions: Draw a picture of what you predict will happen after the end of *Rat Naps*.

My prediction:

**Answers will vary. Accept all reasonable predictions, such as:**

**The cat will chase the rat.**

**The rat will hide from the cat.**

**The rat will lose his hat.**

---



---



---



## VOCABULARY | LESSON 15

### Spatial Concepts

Name \_\_\_\_\_

Directions:

- Circle the picture that is over the tree.
- Cross out the pictures that are up.
- Underline the pictures that are down.





Draw your own picture of something over, up, or down.

**Look for an appropriate picture that demonstrates understanding of these words.**



# LESSON 25

## LESSON OBJECTIVES

|   |   |
|---|---|
| Phonemic Awareness                        | Identify and isolate the initial and final sounds in a spoken word. |
| Phonics/Letter Recognition/Letter Writing | Recognize and write the letter Uu and identify the sound /u/.       |
| Comprehension                             | Make predictions about a story.                                     |
| Vocabulary                                | Review sight vocabulary words.                                      |

Phonemic Awareness

7 minutes

Phonics/Letter  
Recognition/Letter Writing

21 minutes

Comprehension

16 minutes

Vocabulary

6 minutes

## Lesson Materials

- Ace it! Student Workbooks*
- Letters and Numbers for Me* (pages 15, 42)
- Letters and Numbers for Me Teacher's Guide* (pages 53, 86)
- Now I'm Reading! Book, Level 1 (Animal Antics): Rub-A-Dub Cub*
- AlphaTales – *Umbrellabird's Umbrella* and copies of reproducible mini-book
- Copies of Sylvan Sight Word Story for Lesson 25: *Look at Me!* (located in Appendix)
- Reading Rods: Aa through Tt
- HWT slates and chalk
- HWT double line paper
- Highlighter (if needed, for tracing)
- Dry-erase boards and dry-erase markers
- Crayons and pencils
- Students' rings of sight word cards

## SKILL DEFINITIONS

### Phonemic Awareness

**Initial Sound:** The first, or beginning, sound in a word

**Final Sound:** The last, or ending, sound in a word

**Isolation:** The ability to separate and identify a word part, syllable, or sound from a spoken word

### Phonics/Letter Recognition/Letter Writing

**Sound:** /u/ as in umbrella (short u)

### Comprehension

**Prediction:** A logical guess about what will happen next based on clues in the title, illustrations, and story

# LESSON 25

## Vocabulary

**Sight Vocabulary:** Frequently used words that are largely non-decodable

## LESSON PLAN

---

### Welcome

2 minutes

**NOTE:** Greet the students by name.

#### State Lesson Objectives

*During today's lesson, we will isolate the initial and final sounds in words we hear, practice recognizing and writing the letter Uu, learn the /u/ sound, make predictions about a story, and review our sight vocabulary words.*

## PHONEMIC AWARENESS

---

### Skill Introduction

7 minutes

#### A) Quick Skill Review: Producing Rhymes

*Let's start with phonemic awareness and focus on the sounds we hear in words.*

*It's time to do some quick rhymes! I will say a word, and I would like you to tell me a word that rhymes with it. Try to say a real word instead of a nonsense word.*

**NOTE:** This is meant to be a quick activity. Encourage students to say real words. If students have difficulty producing a rhyme, review what rhyming words are (words that end with the same sound), have students say the word with you, and say some of the rhyming words together. Then, continue with the next word.

*Tell me a word that rhymes with back.* (Possible responses: hack, lack, snack, tack, etc.)

*Tell me a word that rhymes with hen.* (Possible responses: den, men, pen, ten, etc.)

*Tell me a word that rhymes with frog.* (Possible responses: dog, fog, log, smog, etc.)

#### B) Skill Review with Teacher Modeling and Practice

*Let's practice listening for sounds.*

**NOTE:** Make sure you say the letter sound and not the name of the letter. Do not add /uh/ to the sound.

**NOTE:** If students give an incorrect answer, have them say the word(s) with you aloud. Discuss the correct answer.

*Let's say red: red. What is the first sound you hear in red? (/r/)*

*Let's say row: row. Does row have the same initial sound as red? (yes)*

*Let's say red: red. What is the last sound you hear in red? (/d/)*

*Let's say row: row. Does row have the same final sound as red? (no)*

# LESSON 25

Let's say **bake**: *bake*. What is the first sound you hear in **bake**? (/b/)

Let's say **look**: *look*. Does **look** have the same initial sound as **bake**? (no)

Let's say **bake**: *bake*. What is the last sound you hear in **bake**? (/k/)

Let's say **look**: *look*. Does **look** have the same final sound as **bake**? (yes)

Now we will listen for the /p/ sound. I will say some words. I want you to think about where you hear the /p/ sound—at the beginning or at the end. Then tell me if both words have the same beginning sound, or tell me if both words have the same last sound. I will model the first one for you.

**NOTE:** Encourage students to say each pair of words aloud after you say them. For each no response, discuss where students hear the /p/ sound.

**NOTE:** If students give an incorrect answer, have them say the word(s) with you aloud. Discuss the correct answer.

| QUESTION  | RESPONSE |
|---|----------|
| <i>Do you hear the /p/ sound at the beginning of these words: stop, map?</i>  | no       |
| <i>Do you hear the /p/ sound at the end of these words: hope, cape?</i>       | yes      |
| <i>Do you hear the /p/ sound at the beginning of these words: pay, patch?</i> | yes      |
| <i>Do you hear the /p/ sound at the end of these words: point, pin?</i>       | no       |

## C) Independent Practice

Now that you have practiced listening to the first and last sounds in words, you are ready to do more on your own. Turn to the Lesson 25 Phonemic Awareness page in your workbook.

**NOTE:** Assist students as they find the Lesson 25 Phonemic Awareness page in their workbooks. Remind students to look for the headphones, as well as the Phonemic Awareness and Lesson 25 heading. Read the directions aloud. Say the name of all the pictures in the row together before reading the sentence for that row.

First row: *dog, cake, rain*

Second row: *bed, can, log*

Third row: *man, bus, rake*

Fourth row: *map, hug, lock*

Read the following aloud:

1. Circle the picture of the word that has the same final sound as the word tin.
2. Circle the picture of the word that has the same initial sound as the word boy.
3. Circle the picture of the word that has the same initial sound as the word move.
4. Circle the picture of the word that has the same final sound as the word week.

# LESSON 25

**NOTE:** Encourage students to say each word after you before circling his or her answer.

## PHONICS/LETTER RECOGNITION/LETTER WRITING

---

### Introduction

2 minutes

#### A) Sing ABC Song

*Now it's time for phonics and letter writing, when we learn about the letters of the alphabet and practice handwriting skills.*

*Let's sing and clap the ABC song.*

**NOTE:** Sing and clap the ABC song together, as noted here:

*ABCD EFG HIJK L (clap) M (clap) N (clap) O (clap) P (clap) (clap) QRS TUV WX YZ*

#### B) Recognize Letters from Previous Lessons

**NOTE:** Put out Reading Rods Aa through Tt in random order. Work with students to make matching lowercase letter and uppercase letter pairs.

### Direct Skill Instruction and Guided Practice

14 minutes

*We worked on the letter Tt during our last lesson. What letter comes next in our ABC song? (Uu).*

*The letter Uu is a vowel. Let's learn more about the letter Uu.*

**NOTE:** Write uppercase U and lowercase u on the dry-erase board.

*This is uppercase U and lowercase u.*

*How can you tell which is uppercase U? (It is the bigger one, the taller one, and the one that goes from top to bottom.)*

*How can you tell which is the lowercase u? (It is the smaller one, the shorter one.)*

*Do you have the letter Uu in your name? Is it an uppercase U or a lowercase u?*

*Let's look at a book that uses capital U and lowercase u. The title of this book is Rub-A-Dub Cub.*

**NOTE:** Hold up the book *Rub-A-Dub Cub*.

*Point to a capital U on the front cover.*

*Point to a lowercase u on the front cover.*

*I am going to read this book to you, and I want you to pay attention to capital U and lowercase u.*

**NOTE:** Stop once or twice to have students point to capital U and lowercase u. Students may recognize rhyming words in the story. If so, allow them to say the words. If students do not notice the rhyming words, point them out after reading.

*Listen to these words from the story: cub, dug, mud, sun, tub, suds. All these words have the sound /u/ in the middle. Do you hear it? We call this the short u sound. Let's say the sound together: /u/.*

*Can you think of any other words that have the /u/ sound? (Possible responses: hug, gum, sun, rug)*

*Now let's practice writing uppercase U and lowercase u. We will start with uppercase U.*

**A) HWT Direct Instruction: U**

*I am going to show you how to write capital U. Remember, I need to start the letter at the top!*

**NOTE:** Demonstrate how to write capital U on the HWT slate with chalk. As you write the letter, say the words for each step (found on page 53 of *Letters and Numbers for Me Teacher's Guide*). Remind the students that the smiley face at the top left corner of the HWT slate will help them remember to start letters at the top. The letter U is called a Starting Corner Capital because it starts in the top left corner with the smiley face. Students have already learned the Starting Corner Capitals H, K, and L.

**B) HWT Guided Practice: U**

*Turn to page 15 in your Letters and Numbers for Me book.*

**NOTE:** Give students their copies of *Letters and Numbers for Me*. Help the students find page 15. Write the page number on the dry-erase board, so the students can see the number they are looking for. There are two capital letters on this page. Once the students are on the correct page, tell them to find the letter U. Students should recognize the letter L, which has already been taught. Point to the word UP and the illustration for up. Tell the students that UP starts with the letter U. (Students may notice the following letter that was previously taught: P. If not, point it out.)

*Let's finger trace uppercase U.*

**NOTE:** Guide students as they finger trace the step-by-step models on page 15 of *Letters and Numbers for Me*. Students should start by finger tracing the black capital U. Then, they will finger trace the letter on the slate image. Make sure the students say the words for each step as they finger trace.

*Now, it's your turn to write capital U. You will practice with the slate and chalk first.*

**NOTE:** Give each student the HWT slate with chalk. Make a dot at the top left corner of each student's HWT slate, to show where to start. Guide the students as they write the letter while saying the words for each step.

*Look at page 15 again. Find the capital U in the gray block. The directions above it say "Copy U."*

**NOTE:** Point to the directions as you read.

*You are going to practice tracing and copying uppercase U twice.*

**NOTE:** Give each student a pencil. Have students trace the model/write uppercase U twice on page 15, staying within the gray blocks. Encourage the students to say the words for each step. Students will finish the page during Independent Practice.

**NOTE:** Monitor and correct posture, paper placement, and grip, as appropriate. If a posture break is needed, use the "Stomp Your Feet" Activity found on page 35 in *Letters and Numbers for Me Teacher's Guide*. Other advice may be found in the Remediation Tips section, beginning on page 185 of *Letters and Numbers for Me Teacher's Guide*.

**C) HWT Direct Instruction: u**

*Let's learn how to write lowercase u.*

# LESSON 25

**NOTE:** Using HWT double line paper, remind the students that there is a top space, a middle space, and a bottom space, as well as a mid line and a base line. Point out that lowercase u is similar to capital U. Lowercase u is a small letter. It will be written in the middle space, and it will bump the lines. Demonstrate how to write lowercase u on the paper. As you write the letter, say the words for each step (found on page 86 of *Letters and Numbers for Me Teacher's Guide*).

## D) HWT Guided Practice: u

**Let's finger trace lowercase u on page 42 of your book.**

**NOTE:** Help students find page 42. Write the page number on the dry-erase board, so the students can see the number they are looking for. Once the students are on the correct page, read the sentence "U is for umbrellas." Have the students find the word umbrellas and look at the illustrations of the umbrellas. Tell the students that the word umbrellas starts with the letter u. (Students may notice the following letters that were previously taught: m, b, r, e, l, a, s. If not, point them out.)

**NOTE:** Guide students as they finger trace the model on page 42 of *Letters and Numbers for Me*. Point out the umbrella at on the top left side of the page. Students should start by tracing the image next to the umbrella. Then, they will trace the image that follows. Make sure the students say the words for each step as they finger trace.

**Now, it's your turn to write lowercase u. You can practice with the double line paper first.**

**NOTE:** Give each student HWT double line paper. Point out the mid line and base line on the paper. Make a dot on the mid line to show the students where to start. Guide students as they write the letter on the paper while saying the words for each step.

**Let's look at page 42 again. Find the uppercase U in the gray block. There is a lowercase u next to it. Look above those letters. The directions say "Start on the dot. Copy u."**

**NOTE:** Point to the directions as you read.

**You are going to practice tracing and copying lowercase u twice.**

**NOTE:** Have each student use his or her pencil to trace the model/write lowercase u twice. Encourage the students to say the words for each step. Students will finish the page during Independent Practice.

**NOTE:** Monitor and correct posture, paper placement, and grip, as appropriate. If a posture break is needed, use the "Stomp Your Feet" Activity found on page 35 in *Letters and Numbers for Me Teacher's Guide*. Other advice may be found in the Remediation Tips section, beginning on page 185 of *Letters and Numbers for Me Teacher's Guide*.

## Independent Practice

5 minutes

**Now that you know how to recognize and write uppercase U and lowercase u, it's time to practice on your own. Think about how to write each letter: start correctly, do each step, and bump the lines.**

**NOTE:** Direct the students to finish tracing the models and writing the letters on pages 15 (U) and 42 (u) in *Letters and Numbers for Me*. Point out that the last letter is written on a single line or a double line. This is known as the "Check Letter," which gives the students a chance to evaluate their formation (start, steps, and bump).

## Differentiation ↑

After they complete the pages, students should color the pictures and add details. If time allows, have students read some of the sentences in *Rub-A-Dub Cub*.

## Differentiation ↓

After they complete the pages, students should practice writing Uu on the HWT slate or HWT double line paper. Encourage students to say the steps as they write each letter. If students need extra guidance before writing, use a highlighter to write the letters on HWT double line paper. Students can trace the letters first and then copy them.

## COMPREHENSION

---

### Introduction

2 minutes

#### Review Skill

***Now it's time to focus on our comprehension skills. We are now going to talk about understanding stories. We have already learned about making predictions.***

***What is a prediction?*** (a logical guess of what will happen in a story)

***What can we use to make predictions?*** (title, front cover, description, pictures, events that have already happened)

***How does making predictions help us?*** (Predictions help us think about and understand a story.)

### Direct Skill Instruction

9 minutes

***We are going to practice making predictions with the book Umbrellabird's Umbrella. The author is Heather Feldman, and the illustrator is Nadine Bernard Westcott.***

**NOTE:** Hold up the teacher copy of the book.

***Based on the picture on the front cover, what is an umbrellabird?*** (Accept all reasonable responses.)

***Based on the picture on the front cover, what do you think this story will be about?*** (Accept all reasonable responses.)

***How can we learn more about what might happen in this book?*** (Read the description on the back cover.)

**NOTE:** Read the description on the back cover aloud.

***Now what can you add to your prediction about this book?*** (Accept all reasonable responses.)

***I'm going to read part of this story aloud. Then, we will stop and talk about our predictions.***

**NOTE:** Read the story aloud. Stop after reading page 7.

***What has happened so far in this story?*** (Possible responses: Umbrellabird looks different from other birds. The other birds tease him because his feathers look like a giant umbrella. Umbrellabird is unhappy. He tries to hide his feathers. He decides to visit

# LESSON 25

his uncle. The other birds tease him as he rides by on his unicycle. He sees dark clouds in the sky.)

**Are your predictions correct so far?** (Responses depend on students' predictions.)

**Remember, sometimes we make correct predictions and sometimes we don't. Either is okay as long as we're thinking about the events and basing our predictions on information we know.**

**Let's go back to page 7. Look at the illustration as I read the page again.**

**NOTE:** Read this page aloud again.

**What do you predict will happen now?** (Accept all reasonable responses.)

**You are going to draw a picture of your prediction. Turn to the Lesson 25 Comprehension page in your workbook.**

**NOTE:** Assist students as they find the Lesson 25 Comprehension page in their workbooks. Remind students that each Comprehension page has a head with gears in the top corner. Point out the Comprehension and Lesson 25 heading at the top of the page. Have each student write his or her name on the line. Read the directions aloud.

**Draw a picture of your prediction. We will come back to this page after we finish the story.**

**NOTE:** Allow a few minutes for students to draw their pictures.

**Now, let's finish reading story.**

**NOTE:** Start on page 8 and read the rest of the story aloud.

**Let's talk about the rest of the story. Tell me what happened.** (Possible responses: It started to pour. Umbrellabird wasn't getting wet. He tells the other birds to come under his umbrella. They thank Umbrellabird, and they say they are sorry for teasing him. After that, Umbrellabird is proud of the way he looks.)

**Was your prediction correct?** (Responses depend on students' predictions.)

## Guided Practice

5 minutes

**Now we will complete your workbook page together.**

**NOTE:** Read the directions at the bottom of the page aloud. Discuss each student's response and provide assistance as he or she writes, if needed.

### Differentiation ↑

After they have completed the page, give each student a copy of the mini-book for *Umbrellabird's Umbrella*. Have students read the story or retell the story by using the pictures.

### Differentiation ↓

After they have completed the page, give each student a copy of the mini-book for *Umbrellabird's Umbrella*. Have students retell the story by using the pictures.

## VOCABULARY

## Sight Vocabulary

6 minutes

## A) Sight Word Instruction

*It's time to practice our sight word vocabulary. Let's review the sight words we have already learned. Take out your ring of sight word cards. I want you to whisper read the words.*

**NOTE:** Have students whisper read the words. Allow time for students to go through their cards once.

*Now we will read a book that uses some of our sight words.*

**NOTE:** Give each student a copy of the Sylvan Sight Word Story for Lesson 25: *Look at Me*.

*Let's read the title of the book together. Point to each word as you read: Look at Me. What do you see on the cover of this book?* (a boy and a girl)

*What do you think this story will be about?* (Accept all reasonable responses.)

*Let's look at the pictures in the book. What do you see on this page? Do you see any words on this page that you know?*

**NOTE:** Talk about the picture on each page. Encourage students to find words that they know. Continue this discussion with each page in the book.

*There is one word in this story that is not one of our sight words: at. Let's find the word at on the cover. Let's say the word: at. Try to remember the word at while you read the book.*

*Since all the other words in this story are sight words, we should be able to read them as soon as we see them.*

*Listen as I read the book. Watch as I point to each word when I read.*

**NOTE:** Read the book aloud. Model how to point to each word as you read.

*Let's read the book together. Point to each word as you read.*

**NOTE:** Read the book aloud with students.

## B) Sight Word Independent Practice

*Now we are going to do some more work with our sight words. Turn to the Lesson 25 Vocabulary page in your workbook.*

**NOTE:** Assist students as they find the Lesson 25 Vocabulary page in their workbooks. Remind students to look for the puzzle piece, as well as the Vocabulary and Lesson 25 heading. Have each student write his or her name on the line. Give each student a yellow crayon. Read the directions. Read each sight word aloud with the students. Then, say the following words aloud:

1. *the*
2. *red*
3. *help*
4. *make*
5. *one*

# LESSON 25

## Differentiation ↑

After they have completed the page, students should practice reading *Look at Me* aloud independently. Allow students to take the book home to share with family and friends.

## Differentiation ↓

After students have completed the page, they should practice reading *Look at Me* aloud with you. Allow students to take the book home to share with family and friends.

**NOTE:** If time permits, the students should review their sight word cards.

## WRAP-UP

---

### Summary/Closure

5 minutes

***We have had a very busy session! To end our session:***

- ***Tell me the sound of short u.*** (/u/)
- ***What is a prediction?*** (a logical guess of what will happen in a story)

***Now it's time to complete your Learning Log. Turn to the Lesson 25 Learning Log page in your workbook.***

**NOTE:** Assist students as they find the Lesson 25 Learning Log page in their workbooks. Remind students to look for the pencil, as well as the Learning Log and Lesson 25 heading. Have each student write his or her name on the line. Read the question/prompt aloud. Explain that students can draw a picture or a labeled diagram to answer the question/prompt. Ask each student to tell you about the picture. Write each student's words or sentence(s) at the bottom of the page. Read the words or sentence(s) aloud together. OR If students can write independently, they may write words/sentence(s) about the picture at the bottom of the page or on HWT double line paper. Assist as needed. Read each student's words/sentence(s) aloud together.

### Count and Record Tokens

3 minutes

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

ANSWERS AND SAMPLE RESPONSES ARE **BOLD OR SHADED**.

 **PHONEMIC AWARENESS | LESSON 25**

**Isolation of Sounds**

**Directions:** Listen as your teacher says a word. Circle the picture that has the same beginning sound or ending sound as each word you hear.

|   |   |   |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**COMPREHENSION | LESSON 25** 

**Predictions**

Name \_\_\_\_\_

**Directions:** Draw a picture that shows what you predict will happen next in Umbrellabird's Umbrella.

**My prediction:**

**Answers will vary. Student's drawing should include a logical prediction which shows what will happen Umbrellabird sees dark clouds in the sky.**

Write a sentence about the ending of the story.

\_\_\_\_\_

-----

\_\_\_\_\_

 **VOCABULARY | LESSON 25**

**Sight Word Review**

Name \_\_\_\_\_

**Directions:**

1. Read each word aloud.
2. The teacher will say a word. Use a yellow crayon to color the box for each word you hear.

|      |      |
|------|------|
| help | look |
| can  | the  |
| me   | one  |
| red  | jump |
| run  | make |

