

Easy-for-Me Reading TEACHING MANUAL

from zero to reading in 77 self-paced lessons



by Sarah Major M.Ed.

words COME and SOME. It does not take long to show the group that when they write AWESOME, they will use the sound spelling AW and the sight word SOME. It is not going to stick in their brains if you leave it there, however. Generate other words that use the same sound spelling and have the children take a few minutes to write these words on their whiteboards. EX: LAW, JAW, FLAW, LAWN, DAWN, FAWN. What you will be doing is showing the children a pattern that repeats in our language--a pattern found in one word that applies to many others.

Then, when the children encounter a word with AW in their reading, they will recall the AW pattern they learned and will be able to read the unfamiliar word.

CONNECT READING AND WRITING

There is great value in guiding the children into the practice of writing as often as they read. If you start this practice early on, it will become as natural to them as breathing. For example, if you learn the sound for A, the follow-up activity is to let the children make A on whiteboards, then in an art project. Their doing the lesson from inside out will complete the necessary cycle of the lesson. In fact I would venture to say that learning will be minimal if the children have just listened to a lesson, or a story, but have not worked out the concept in a tangible way. If the children are learning to find words on a word wall, let them write the word they find on a whiteboard. Yes, it takes more time, but it is time spent in a way that will pay off in the long run.

FOCUS ON WHAT WORKS

Studiously avoid making each child's learning "look" the same. For example, not all children need the body motions equally. Frankly, some children will rely most on their visual senses to store away the concepts they are learning, but some children simply will not make it without using the body motions. When I teach this method, I encourage all the group to use the motions together during learning time, but then I pay close attention to which children seem to really need to use the motions as a means of recalling what they have learned. Some of my students literally could not decode for some months without using the motions for each letter as they decoded.

Remember, the motions are only tools to use if needed. Before I paint a room in my house, I go around removing tacks or nails from the walls that once held pictures. Before I bother to go fetch a hammer, I check to see if I can pull the nails out with my fingers. If I can, great! I save some steps. But if I need the hammer, I know where to find it.

The same thing goes for the motions. If a child is stuck and cannot say the sound for a letter symbol, or cannot name the sight word he's looking at, figure out if the motion prompt or the visual prompt will work best as a tool for remembering. The more visual children might need to hear you ask "What is shaped like this letter?" when looking at an M in order to remember that the M is like mountains. A kinesthetic learner will be able to recall the sound for M if you make the motion for the letter without saying anything at all.

LEARN LETTER SOUNDS

When teaching young children their ABC's, we don't teach letter names at all. We teach letter sounds because those are the bits children need to use in making words. For instance, we teach A as short-sound A as in cat...not AY as in day. We don't teach the name of T ("tea"); we teach the breathy, staccato sound of t-t-t that comes at the beginning of "top." Words are made up of sounds, not letter names.

Some children become hopelessly lost in the process when they are asked to learn the letter names first, then learn the name of an object that represents each letter, THEN learn the sounds. They don't know how to manage all that information that, to them, seems unrelated and without purpose. If we simplify the process for them and let them understand that words are made of sounds (by segmenting short words for them) and those sounds are represented by symbols called letters, they will have far less to manage. They can understand that A is the picture of the sound of -a-. I've not met a child yet who did not pick up the letter names along the way, but I have met a lot of children who could read letter names but could not successfully decode a word.

SIX TYPES OF LESSONS

In order to provide a quick visual guide to the content of each lesson in this manual, we use the following symbols to identify the 6 types of lessons:



Sound. This symbol is used for a lesson header in which a sound is introduced. See Lesson 1 for an example.



Blend. This symbol is used for a lesson header in which students will blend sounds together. See Lesson 3 for an example.



Sight. This is used for a lesson header or a lesson section in which a sight word is being introduced. See Lesson 3.



Review. This is used for a lesson header when students will be reviewing material learned to date. See Lesson 18.



Read. This is used for a lesson header in which the children will be reading a new book. See Lesson 20.



Write. Although the children write in every lesson, this symbol is used for lesson headers in which there is a focus on writing. See Lesson 17.

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* means display next group of sight words

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1 Aa a

OBJECTIVES

1. Child will gain a mental visual of A
2. Child will use this visual to recall A
3. Child will connect the visual to the sound
4. Child will utilize the visual in writing A

MATERIALS



1. *Alphabet Tales*, page 7
2. SnapLetters™ Teaching card for Aa
3. SnapWords® card for A
4. Items beginning with short A sound
5. Resources 1-3 (pp. 46-48)
6. Book about ants and their anthills, such as *Ant Cities* by Arthur Dorros (Reading Rainbow book) or Barron's *The Fascinating World of Ants*
7. Better yet, a little trip outside to see an anthill.

ANTICIPATORY SET



Use your book about ants, or your little trip outside to see the anthill to spark a little discussion about ants and how they live in tunnels underground. The children would probably like to share experiences they have had with ants. Talk about how the shape of an anthill can be made with their own two hands, fingertips together.

STORY



Find the story for A on page 7 of *Alphabet Tales* and read for enjoyment. While you read, slightly emphasize the sounds of short A in the words you read, such as in Alexander and Abigail.

VISUAL IMPRINTING



If you begin the practice very early of purposefully storing images in memory, children will begin to rely more and more heavily on their visual capacities to remember and less on their ability to just copy something they see in front of them.

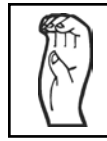
Ask the children to close their eyes and imagine seeing the anthill with the ants on it. What do they see? Some children will blurt out "It's dark in here!" but others will be able to tell you what they "see" in their mind. The purpose is to use visual imprinting as a means for recalling the shape of the letter A.

SIGHT WORD: A



Use the SnapWords® card for A and talk about the girls you see in the visual. The girl in front has A DOLL, meaning only one doll. Let the children tell you what they have: "I have A dog." Emphasize that when A is by itself, it means "one." Review use daily as needed.

BODYSPELLING



Do the motion for A together as you say the short sound of A (like the sound in cat or in ant).



uppercase A



lowercase A

(In the beginning use uppercase exclusively to avoid confusion.)

WRITING



Spend a few minutes on writing while the children are still gathered in front of you on the rug, or sitting by you if you are teaching one child. As you say the sound together aloud, the child(ren) will practice forming the letter on their whiteboards. If they have difficulty, talk them through the exercise: "Start on the ground, and climb to the top of the hill (**make a slide going up and away from you), then sit on the ground on your bottom and slide down the other side (make a slide going down and away from you.) Next, make a tunnel straight through." Please refer to the back of the SnapLetters™ card for helps with letter formation. In this lesson we are primarily dealing with uppercase A.

Let children write A in their journals and then draw a picture of something. Ex: "A [picture of tree]." Wow! They have written their first phrase!

FOLLOW-UP



Share the items you collected that begin with short A or use R1*, p 46. Say the names of the items and emphasize the initial short A sound. Then, give the child(ren) a sheet of paper and coloring materials. Let them draw their own anthills as they remember them from the story, and embellish them with all the ants. If you have time for a more involved project, let the children draw one large A and then brush glue with a Q-tip down the two sides and sprinkle sand on the glue. After the glue is dry, they may draw all their ants on their anthill! Great outside project! Allow for share time.

ACROSS THE CURRICULUM

- Science - learn about the habits of ants. Anatomy of the ant: three part body, # of legs & placement, antennae. (see R3)*
- Math - use ants for counting and place them in patterns to practice instant recognition of "how many" ants there are. The goal is to see visually how many rather than rote counting up. (see R2)*

*Please refer to Section 1 resources. (R1) means Resource 1.

**Please refer to writing instructions in the pack of SnapLetters™ Teaching Cards or in the booklet *Writing the Visual, Kinesthetic, & Auditory Alphabet*.

15 the

OBJECTIVES

1. Child will review sight words A, AT, & ON
2. Child will learn sight word THE
3. Child will find sight words in print
4. Child will use sight words in sentences

MATERIALS



1. SnapWords® Cards for A, AT, ON, THE
2. Plain word wall cards for A, AT, ON & THE (see Appendix B, p. 287)
3. Pocket chart
4. Big book story that has many instances

of the four sight words learned to date

5. Resource 29 (p. 76)
6. Small magnifying glasses, if desired

ANTICIPATORY SET



Place the SnapWords® in the pocket chart with the plain word wall words next to them so that SnapWords® A is by plain A, etc.

Open your big book and tell the children they are going to be detectives looking for special clues while you read. (I found at one time some very inexpensive plastic magnifying glasses only two inches long, but great for playing these detective games as each child could have one.) Tell them that they are going to be looking for these words in the story that you read and when they see one of the words, they are going to hold up their magnifying glass (or give the silent thumb up if they don't have glasses).

LESSON - Sight Word THE



Draw attention to the sight words in the chart and review quickly with the children. Introduce THE by saying that this is a word that is used ALL the time! You cannot sound it out! You just have to get used to his face and remember the sounds of the word. The visual that goes with THE is a set of several the's of varying sizes and colors. This is to show that the word appears just everywhere!

Open to the first page of your story and find a THE for the children so they can see what they will be looking for. See if someone can find an A or AT or ON. Then settle in to read the story, while the children watch carefully for their sight words.

VISUAL IMPRINTING



Ask the children to close their eyes and imagine seeing the word THE. What is the shape they see first? Let the children write the word on their whiteboards. This time they will not sound individual sounds! Point out that there is a pattern in the height of the letters: tall, tall, short.

WRITING



Spend a few minutes practicing writing THE. Then ask your children for ideas on how to end the sentence they are starting when they write THE. The what? They already know how to write "The cat." In fact they could make a bit longer of a sentence. I know! Let's play a game where each time you write a sentence, you make it one word longer!

- Start with "Cat."
Add a word: "The cat."
Add a word: "The cat sat."
Add a word: "The fat cat sat."
Add a word: "Pat the fat cat sat."
Add two words: "Pat the fat cat sat on Pop."

FOLLOW-UP



The children will write a sentence using as many of the sight words as they can. "The fat cat at [picture]." "The cat on Pat." "I pat the cat." See R29 which also contains a word bank. If at school, break into small groups for this activity.

Add THE to their journals.

If desired, use old newspapers and magazines and let the children look for instances of the word THE which they can cut out and glue on a class poster. It would be fun to see how many different fonts and sizes the children find! Beside each THE, the children could paste pictures of things they found in the magazines.

ACROSS THE CURRICULUM

• Language Arts - Do a sequencing activity where the children make up three places their cat is AT in their story. Maybe the cat decided to go for a walk and went visiting some places in town, or maybe you took your cat with you and took pictures of him sitting in different places.

On a large sheet of paper with three boxes, the children should draw their cat in three places. The boxes are labeled "First," "Next," and "Last." Under each picture the children could write: "The cat at the zoo." etc. Of course, the children will need to generate a word bank with you to use for labeling their pictures. Ask them to give you ideas for the places they want to use, and then write the words for them in a word bank for them to copy when they label their work.

ASSESSMENT

Assess for sight word recognition, adding THE to the S.T. form when you feel the children are able to recognize the word on sight.



OBJECTIVES

1. Child will successfully read *A Cat*
2. Child will write the story line from dictation
3. Child will make sentences using words from the book

MATERIALS



1. *A Cat*, six copies
2. Sentence strips for the book text
3. Word cards from the story
4. Blank books for each child
5. "Stocked" centers
6. Resource 39 (p. 91)

ANTICIPATORY SET



Build excitement in the children by reminding them of all the words they can read already! Ask them if they think they can read a book now. Wait for comments! Say, "We are going to find out today if you can read a book already! I think you can!"

LESSON

Draw attention to the pocket chart in which you have placed the sentences in rows; one row per page in the book. Have the children do a bit of noticing before you read. See if they can find words that appear more than one time (cat is a good one to hunt for!). Ask them how they can recognize the word cat quickly. (Draw attention to the ending of the word, and remind the children that any time they come to a word that ends in AT, they don't really have to sound out the word, except to notice the sound the word starts with.) Point out the AT words and practice with the children noticing the AT out loud, then adding the initial sound. Let a few children try this activity on their own.

Now, invite the children to read the lines with you. When you are finished, be sure and clap for each other! You are going to break into groups and meet with the children one group at a time to read from the real books.

WRITING



Using their whiteboards, dictate parts of the book for the children to write. After each sentence is written, ask them to hold up their boards for you to see. Let children take turns reading their sentence to the class after each sentence you dictate.

FOLLOW-UP



Prepare the children for breaking into groups and working in centers. I would recommend starting with your group that needs the most support from you so that they will have more guidance and teacher-directed practice before they are expected to rotate to another center. I would schedule my most advanced group last, starting them on a center such as Pocket Chart Center

or Go Fish Center. I would recommend assigning a leader to each group, and would instruct them on how to help monitor their own group. This responsibility can change as children demonstrate their ability to be a great example to their peers.

CENTERS

Teacher Center:



Give each child at the table a copy of the book *A Cat*. Instruct the children to follow along closely, tracking with their pointer finger as you all read together. First read the title of the book, the author, then open to the title page. Repeat the process there. Turn to the first page and make sure everyone's pointer finger is on the first word. Read together. Repeat this process through all the pages.

After reading the book together, decide whether you want each child to take a turn reading the book, or if you want partners to read aloud together, taking turns.

It is critical to instill in your students the habit of making mental pictures of what they read. To this end, instruct the children to read one sentence and then close their eyes and make a picture in their mind of what they read. Visualization is the foundation for reading comprehension when passages become more advanced and children have to read for content. Time spent early building the skill of visualization will pay rich dividends over time.

Pocket Chart Center:

Leave cards with words from the book in the pocket chart and let the group there make their own sentences using the word cards. They should record the sentence they build in their center folders. (I viewed center folders as the children's accountability piece to me. I did rapid daily checks to be sure the children were on task during centers. You want to establish "on task" from day one so teaching and learning will happen in your room!)

Word Search Center:

Use the sheet provided for this lesson and copy enough for each child to have one. The completed sheet should be stored in a center folder for you to check. (R39)

Go Fish Center:

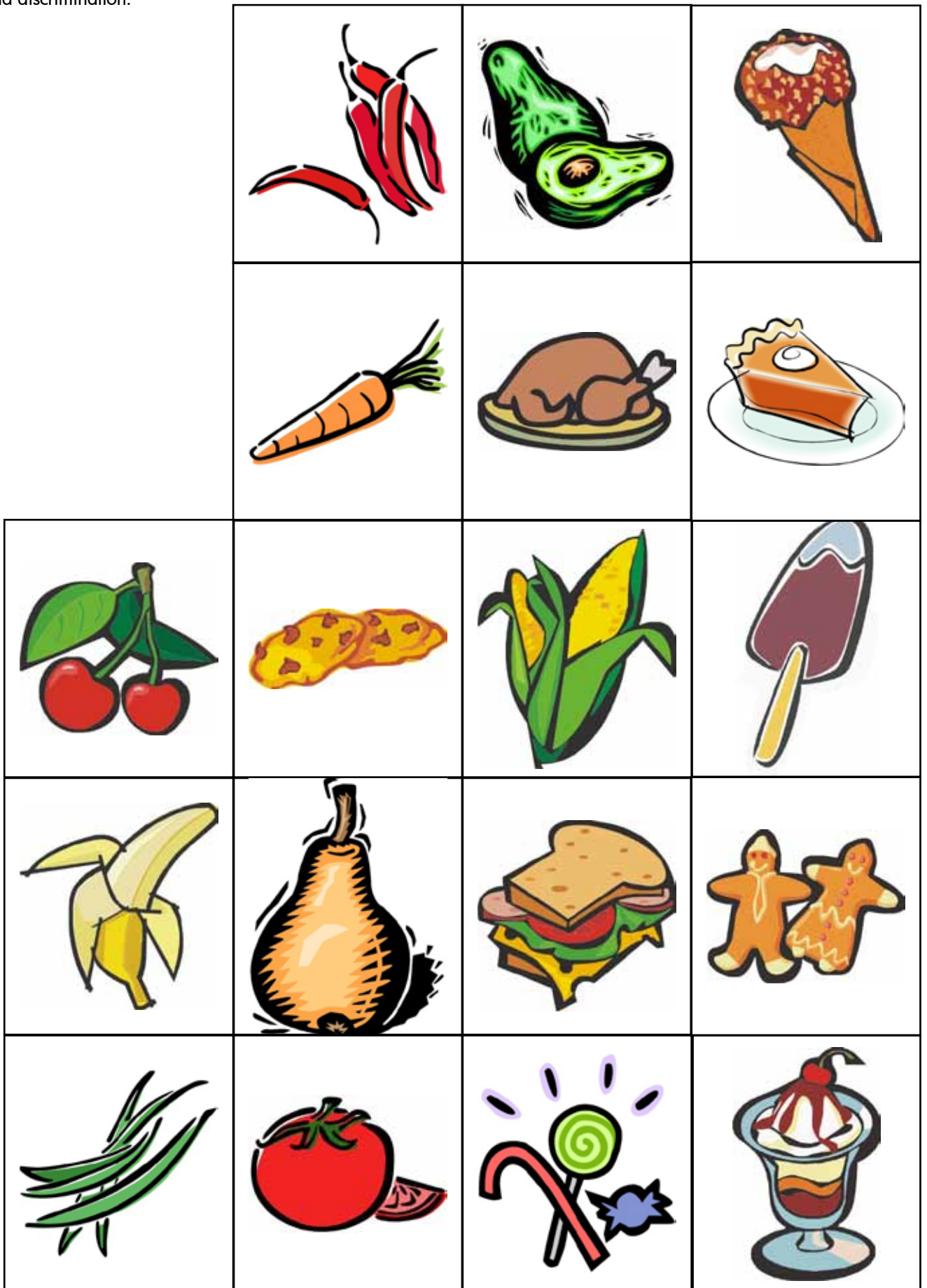
If you have taught the children to play Go Fish, provide this center with cards with which to play. Alternatively, they could draw and write in their journals, or do independent "reading" of books. You could also elect to have them word hunt for a specific word or words in newspapers, or any other such word activity, including teaching programs on the computer, if you have that resource available to you.

Wrap-Up:

Give the children their blank books and have them work under your guidance to make their own *A Cat* books. They need to write the title, their name as author and illustrator, and then they will write the storyline and illustrate each page. They can work on this project for a few days, then take it home to read to parents.

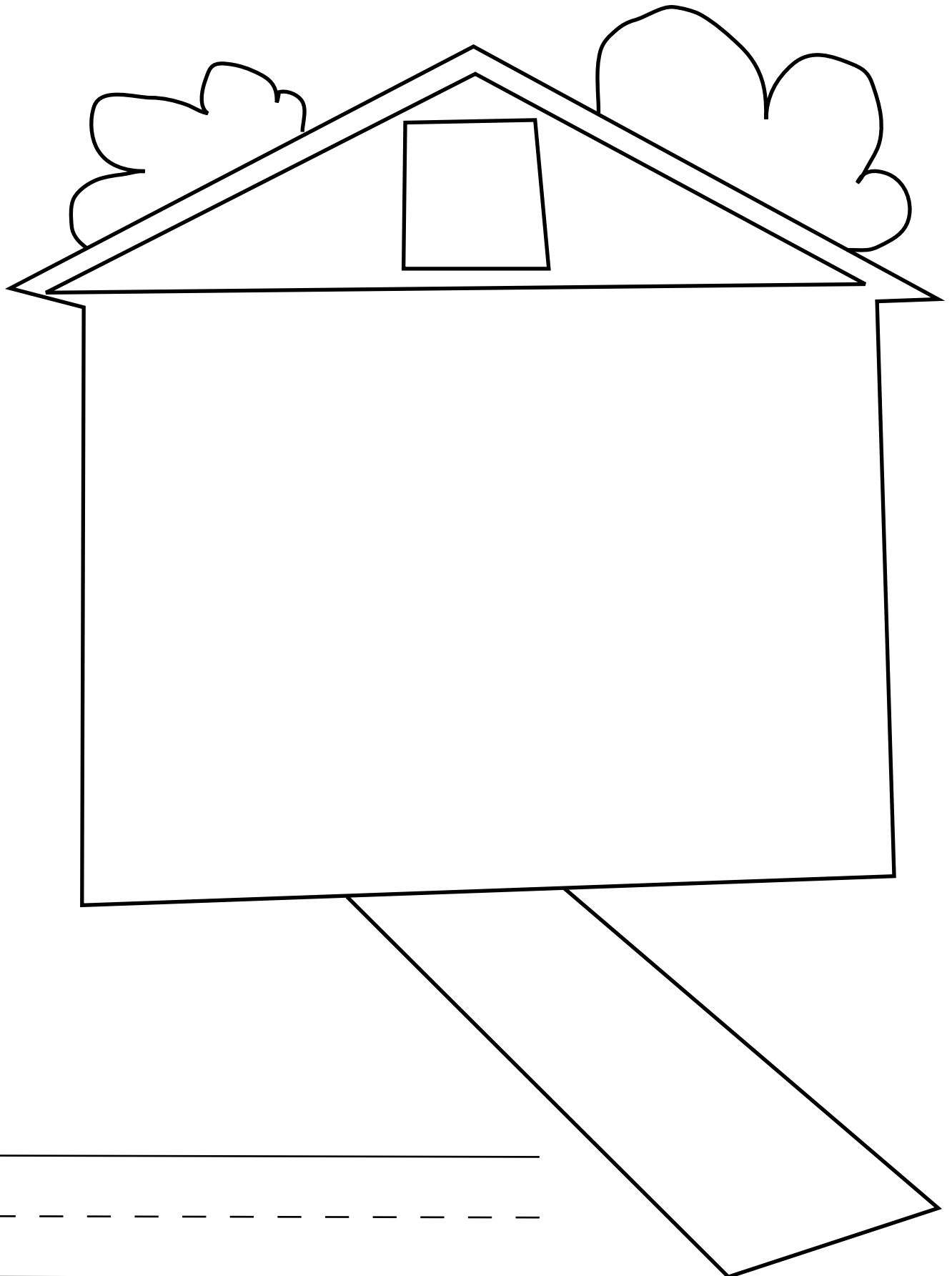
6- Food Sort ~ Lesson 2

Laminate and cut out to use for classification of foods. (Lesson 2). In later lessons you may use these pictures for initial sound discrimination.



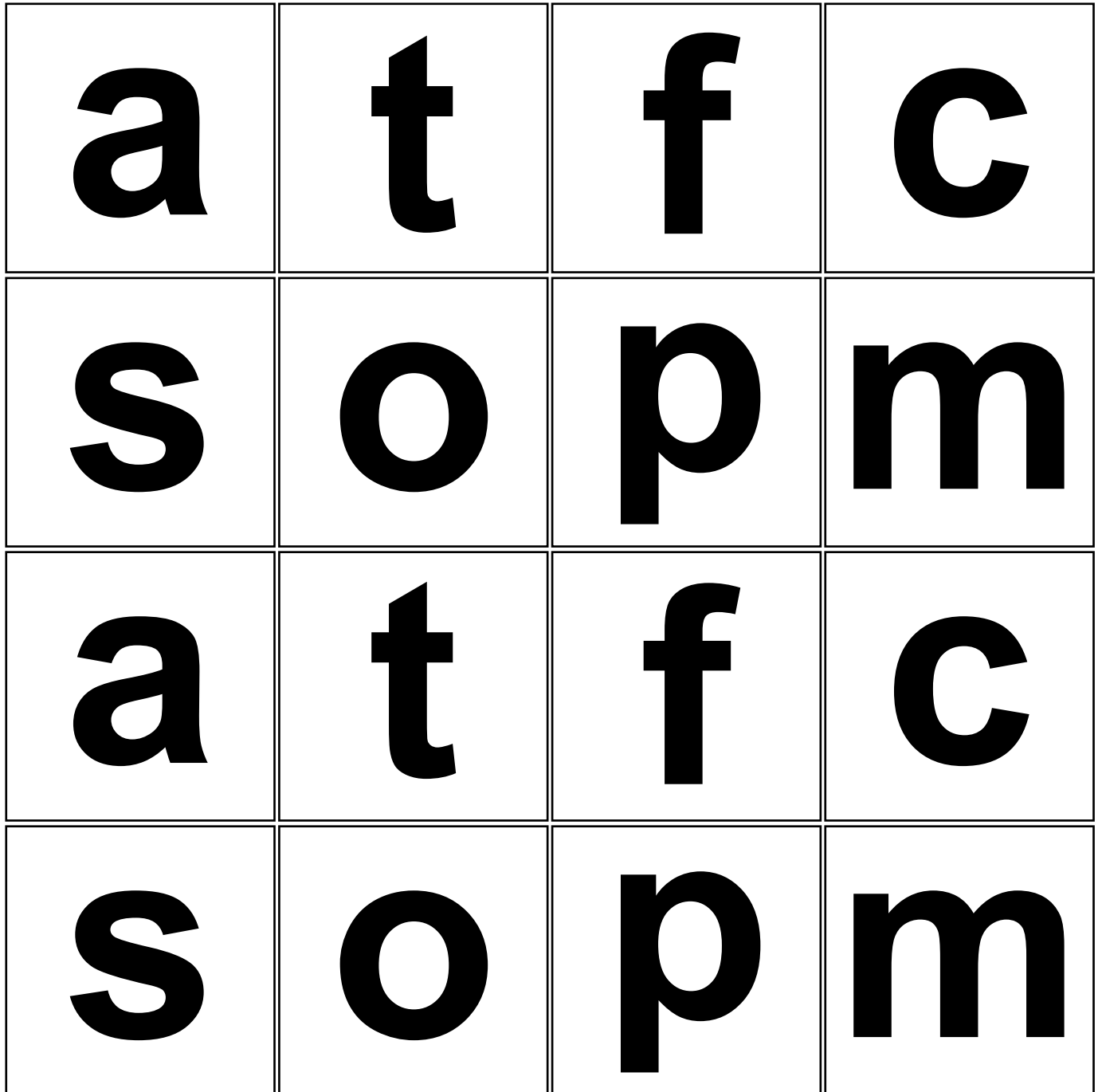
7- House for AT Home ~ Lesson 3

Glue children's cut-out AT words from the newspaper search. You could also use this pattern to let the children draw themselves AT home inside the house. They should write their word on the lines provided.

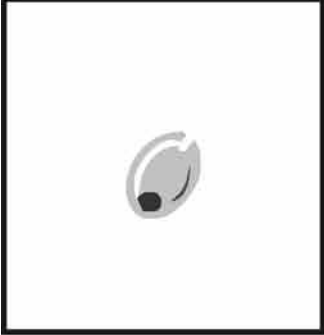
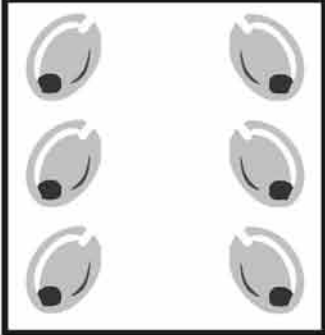
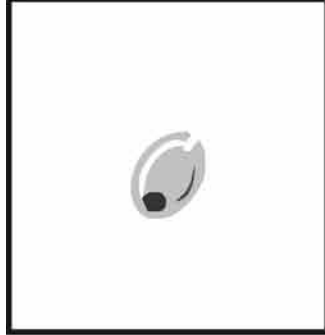
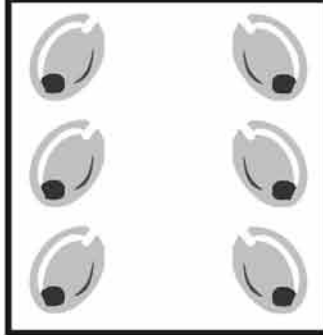

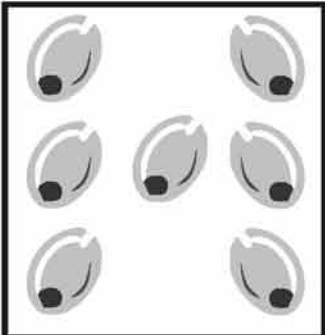
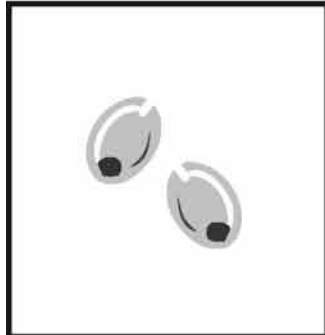
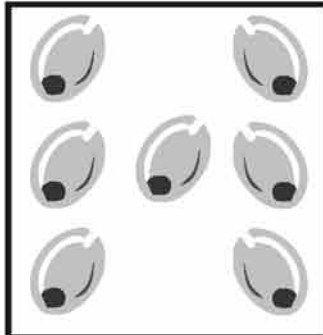
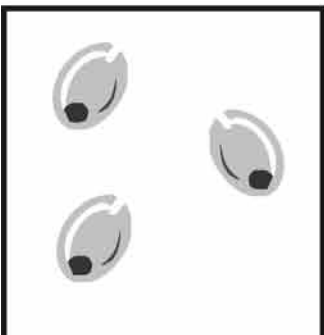
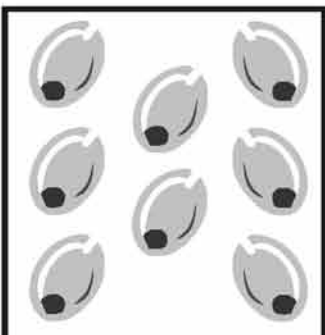
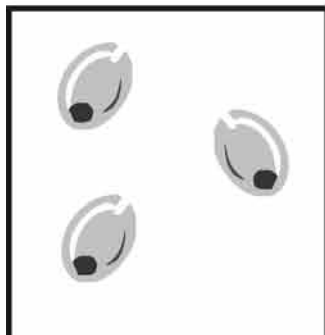
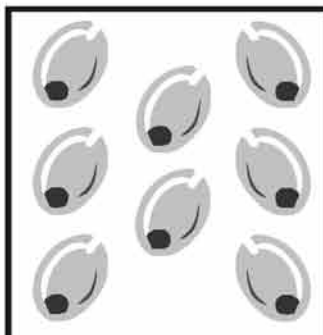
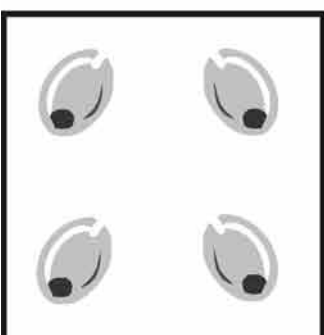
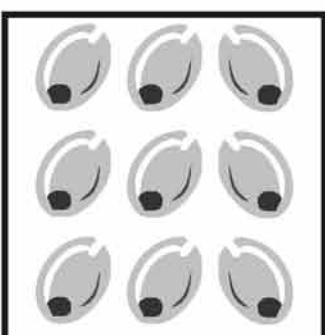
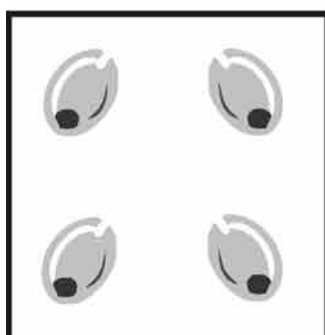
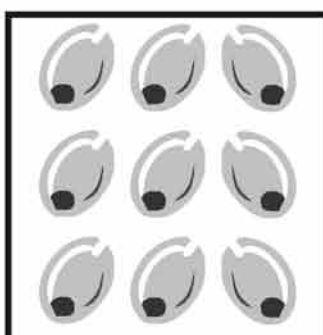
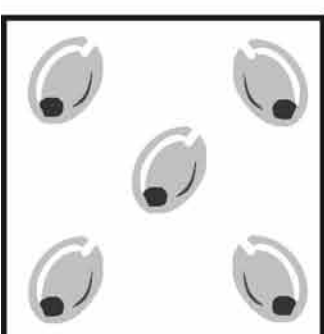
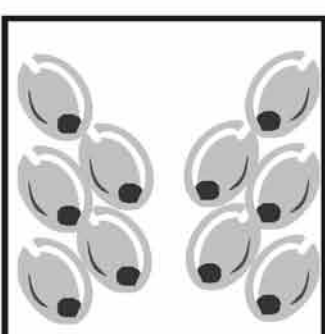
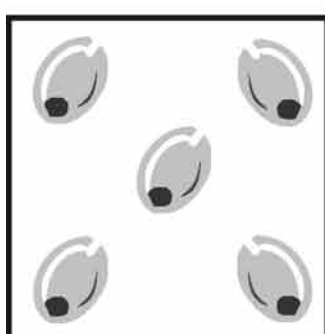
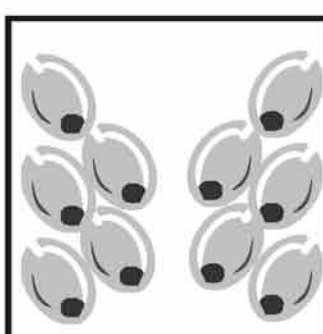


12 - Pull-Down Letters ~ Lessons 3 - 30

There are two complete sets of the sound pictures the children will be using in Lessons 1-30. You may photocopy enough for each child and have them cut apart and kept in envelopes. To play Pull-Down Letters, have each child ready with the letters you specify in front of him. You say a word and have the children pull down the letters needed and put them in the correct order as they sound the word you said. Another version is to tell the children which sounds they will need (ex: Fff, Ttt, and Aaaa). When the children have pulled down those three sound pictures, say, "The word you need to make is 'fat.' Sound out FAT with me. 'Fff, Aaa, Ttt.' Good, now put the sound pictures in the order we sounded so they will show FAT."



Give the children their own olive number cards. Then give them a copy of Resource 23. Their task is to glue one olive card into each box and then write the sum for each problem. There are enough cards for two children on this sheet.

Give the children their own olive number cards. Their task is to glue one olive card into each box and then write the sum for each problem.

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Word Search

f	o	o	o	o	o	o	s	a	t	o
a	o	p	a	t	o	o	o	o	o	o
t	o	a	o	o	o	m	a	p	o	o
o	o	m	o	o	o	o	o	o	o	t
S	o	o	c	a	t	p	o	o	o	o
a	o	o	o	o	a	o	o	o	o	t
m	m	a	t	o	p	o	t	o	o	o
o	o	o	o	o	o	o	o	o	o	o
o	o	c	a	p	o	o	p	o	o	o

FIND:

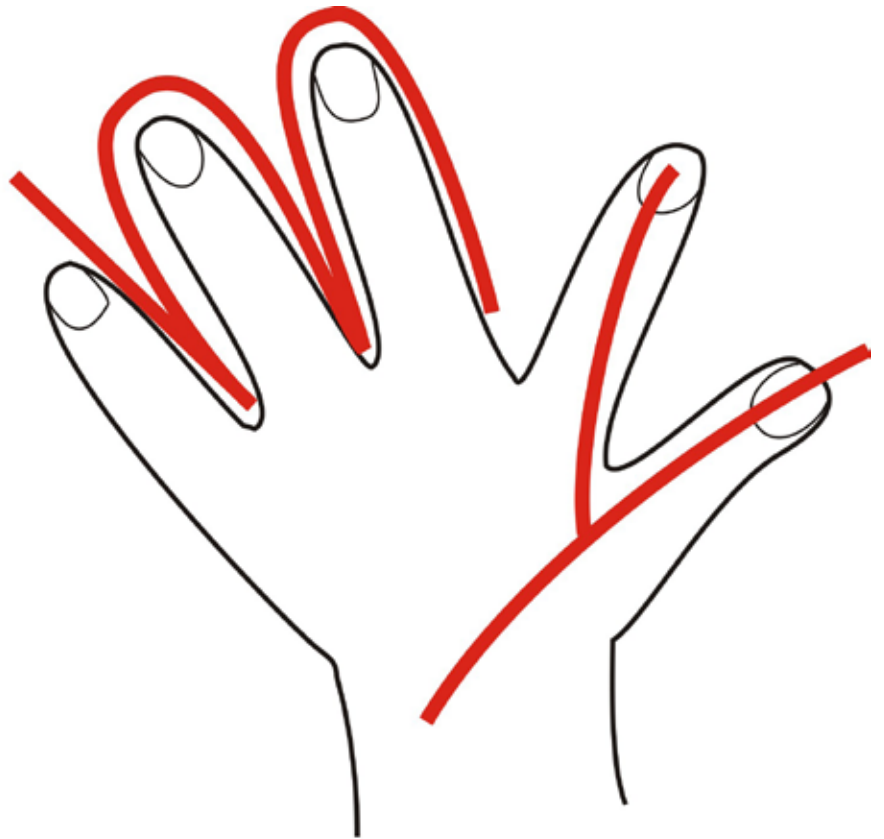


pot
cot
tot
cap
map

tap
top
mop
Sam
Pam

HINTS FOR MY AND ME

1. "My has a Y and Me has an E"
2. The hand motion for My is the palm against chest with thumb and pointer finger making the Y, while the motion for Me is right hand in fist with thumb pointing to chest. The fist will make the lowercase e.
3. To remember how to spell My, have the child lay his/her palm on the paper as in the picture to the right, then write the two letters as shown.
4. When learning My, tell the children that when they hear an "l" sound at the end of a short word, it is always the Y creeping in to steal the show. Show words like fly, cry, my, by, sty, dry. When words end with what sounds like an E, it is also the Y sneaking in, but these words are more than one syllable. E-mi-ly, si-lly, crabb-y, snott-y, etc. Of course, ME does not follow this rule!



My has a y



Me has an e

**OBJECTIVES**

1. Child will gain a mental visual of Ww
2. Child will use this visual to recall Ww
3. Child will connect the visual to the sound
4. Child will utilize the visual in writing Ww
5. Child will blend using Ww
6. Child will read and write sight word WILL

MATERIALS

1. *Alphabet Tales*, page 67
2. SnapLetters™ Teaching Card for Ww
3. Picture book about walrus
4. Pictures of items that start with Ww (R88)
5. Resources 88-90 (pp. 180-182)
6. SnapWords® Card for WILL
7. Letter cards: D, H, G, S, J, W, word family ILL

ANTICIPATORY SET

Ask the children if they have seen a walrus and what they know about them. After they have shared for a few minutes, share your story or book on walrus. Ask the children what they notice first on a walrus, using good describing words. Just before reading the story, ask the children if they had ever wanted something really badly, so that they tried to do something about it, but they ended up worse off? Tell them our story for today is how this very thing happened to two walrus!

STORY

Read the story for Ww, emphasizing the sounds of Ww. Let the children reflect after the story about what the walrus did in order to spend more time with the children. What might have been a better plan for them to make?

VISUAL IMPRINTING

Ask the children to close their eyes and imagine seeing the walrus. With their eyes closed, have the children form a W in the air with their fingers. Prompt them to start at the top and go down first.

BODYSPELLING

uppercase and lowercase W

Do the motion for W together, saying, "wrists and thumbs together, fingers spread out like wings." You can use the same motion for uppercase and lowercase W, as they are formed the same way.

**WRITING**

As you say the sound of Ww together aloud, the child(ren) will bodyspell, then practice forming the letter on their whiteboards.

Dictate these words for the children to write on their whiteboards: WAG, WIT, WIG. Dictate also WAG IS BIG. THE PIG HAS A WIG. MY DOG IS WAG.

BLENDING & SIGHT WORD - WILL

Place the word family cards for IT, AG, IG, ILL in the pocket chart. The letter W is placed to the left of your column of word families. Practice blending with W as the onset as you have done in previous lessons. Words you will make are: WIT, WAG, WIG, WILL.

Next, introduce the sight word WILL to the children, pointing out that the ending has two LL's. Tell the children that both LL's together say one sound, and that they will find the double LL in many words in books. Place the word family ILL in the pocket chart and use letters: D, H, G, S, J, W for onsets. Blend each word with the class.

CENTERS**Teacher Center:**

Share R88. Use R89 with the children. They will each have one baggie, will empty their words onto the table, then figure out what their sentence says. The children should take turns reading their sentence to the group. Let them collaborate in forming new sentences using the words they have. After the first center, start asking the children who have come from journaling to share their writing with the group. Make notes for yourself about teaching opportunities. From now on, review journals with the groups as they come to you before continuing on with your lesson.

Journal Center:

This group will update their journal to include their W words. Next they will choose a topic to write about, write at least one good sentence, then illustrate their writing.

Which vowel?

Use R90 for this center. Children will need to write the word that corresponds to the picture. Focus is on correct vowels especially.

Pocket Chart:

Use sight words in pocket chart to make sentences.

ACROSS THE CURRICULUM

- **Art** - Ask the children to make big W's and draw a walrus around it. Make sure they draw fish for the walrus to eat! (See SnapLetters™ Teaching Card, reverse side)
- **Science** - Study walrus. Expand the study if you like to include other animals that live in cold climates.

**OBJECTIVES**

1. Child will successfully read *I Can Hop*
2. Child will write the story line from dictation
3. Child will correctly sequence events in the story
4. Child will learn sight word STOP

MATERIALS

1. *I Can Hop*, six copies
2. Sentence strips for the book text
3. Resources 107-108 (pp. 202-203)
4. SnapWords® Card for STOP

ANTICIPATORY SET

Share Resources information (R107) about hogs and bogs. The children will understand that the hog in this story is not a cute little pink piglet with a curly tail! Ask the children how many of them have heard of a pogo stick? Seen one? Been on one? Do they think they would like to have a pogo stick and be able to hop around in big bounds? Tell the children that the boy in this story had a pogo stick and it ended up getting him in a little bit of trouble!

LESSON - Sight Word STOP

Point out the sight word STOP, drawing attention to the fact that all the sounds are very familiar to them! They can easily sound out the word. Ask the children to be alert as you read today's book to see who can find the word STOP in the story.

The word families to draw attention to in this book are the OP and OG word families. Analyze the story line before you read it together, identifying the sight words in the story, as well as words that repeat. Then read the sentence strips together with everyone participating. One way to make sure all children are right there reading and thinking is to divide the class into two groups and have the groups take turns reading as you point to them. If they don't know when they will be called on to read, they will need to follow along and be ready. Those that are not "on" should whisper read along with the group that is reading.

WRITING

Play Quick Draw with the children using their OP and OG words. Words to use include: HOP, LOP, BOP, COP, MOP, TOP, POP, STOP, DOG, HOG, LOG, BOG, JOG, FROG (Be sure to sound each sound separately: F-R-O-G, as blends are made of two distinct sounds).

Dictate: "I can hop on a mop." "I can not hop on pop!" "I do not hop on the hog!" "I can not hop. Now I will stop."

CENTERS**Teacher Center:**

Review student journals before reading the book for today, making notes of teaching points from the students' writing.

Give each child at the table a copy of the book *I Can Hop*. Read the cover, title page, then move to page two. Make sure all eyes are on the story line and read the first time through together. When you have finished, go back to the start and let each child read a page until the book is finished again.

Again the focus during the reading of the book today is on using pictures and illustrations as cues for reading. Model this practice for your children and praise them when you see that they are using pictures to cue their reading.

Test comprehension of the story line by asking the children to tell you without referring to the book, which are the things that the boy said he could hop on. Then ask which things he could not hop on. Then ask, "Why did the boy say he could not hop on the hog or the dog?" Their answers should reflect their understanding that the animals might get cranky with the boy.

Reading Center:

Children will read today's book to their partner, then listen along while the other child reads. They should then spend time reading to each other their previous books as there is time.

Picture/Sentence Match:

Use R108 and have the children cut out the sentences provided and glue each one under the picture that best illustrates the meaning of each sentence.

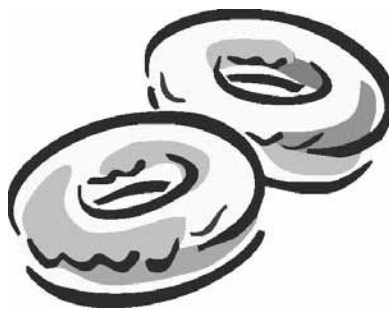
Journal:

Children will write and illustrate their work in their journals. They might want to write about themselves and their pogo stick (real or imagined) and where THEY would hop.

ACROSS THE CURRICULUM

- **Social Studies** - Study transportation. What are recommended ways to get places? What if you have to cross an ocean? Go around the block? Go into the city? Go to another state?

- **Art** - Have the children invent their own means of transportation as a spin-off of the pogo stick. They should draw their concept and share it with the class, explaining how their creation is more useful or fun than what is currently available to us!



Drop Donuts

Ingredients:

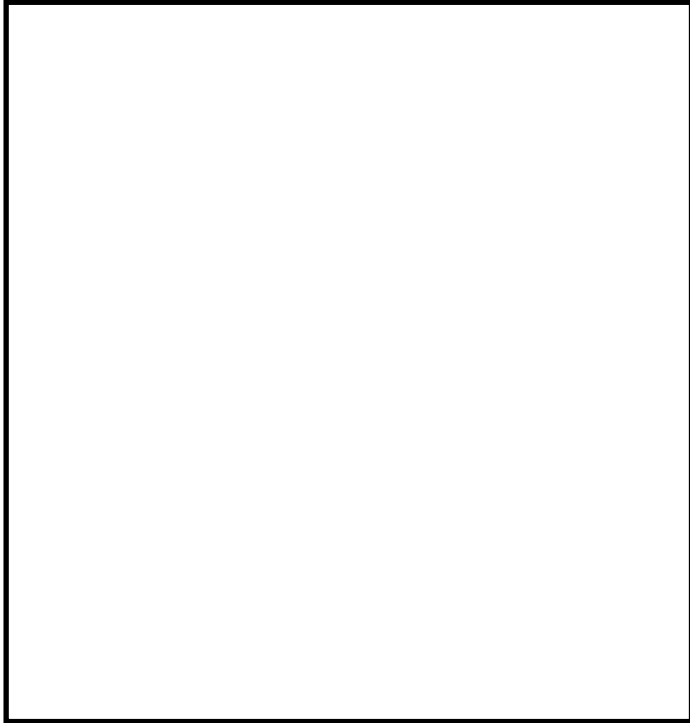
1/4 c butter; softened
1 c sugar
2 egg yolks; large, beaten
1 egg; large, beaten
4 c flour; unbleached
2 tsp. baking powder
1/4 tsp. nutmeg
1/2 tsp. baking soda
3/4 c butter OR sour milk
confectioners' sugar

Instructions:

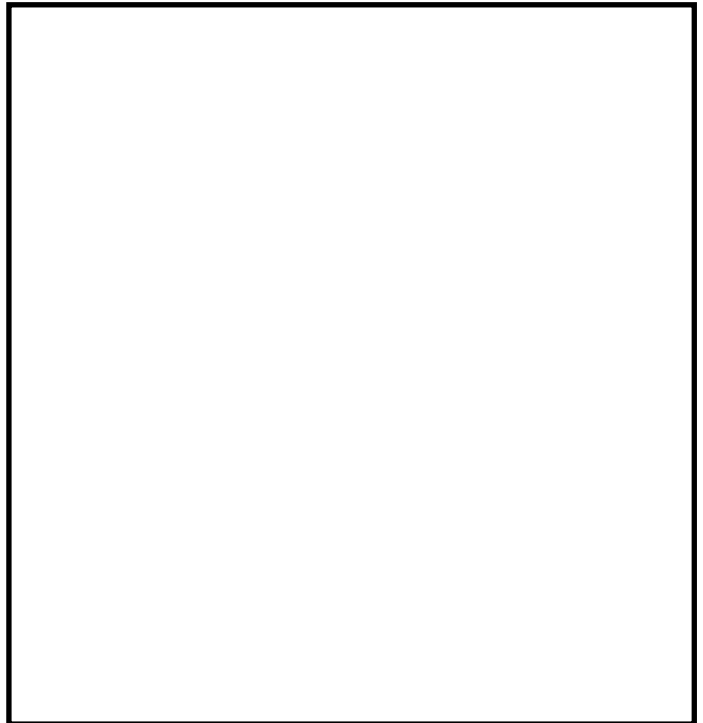
Cream the butter and sugar. Stir in egg yolks and whole egg; blend. In a separate bowl, sift all dry ingredients except the confectioners' sugar, and then add to creamed mixture, alternating with buttermilk. Stir to mix all ingredients. Cook by dropping spoonfuls of dough into 375° deep fat. Fry a few at a time, to keep fat temperature constant. Turn to brown on all sides. Drain on paper towels; sprinkle with confectioners' sugar.

57- Picture It! ~ Lesson 32

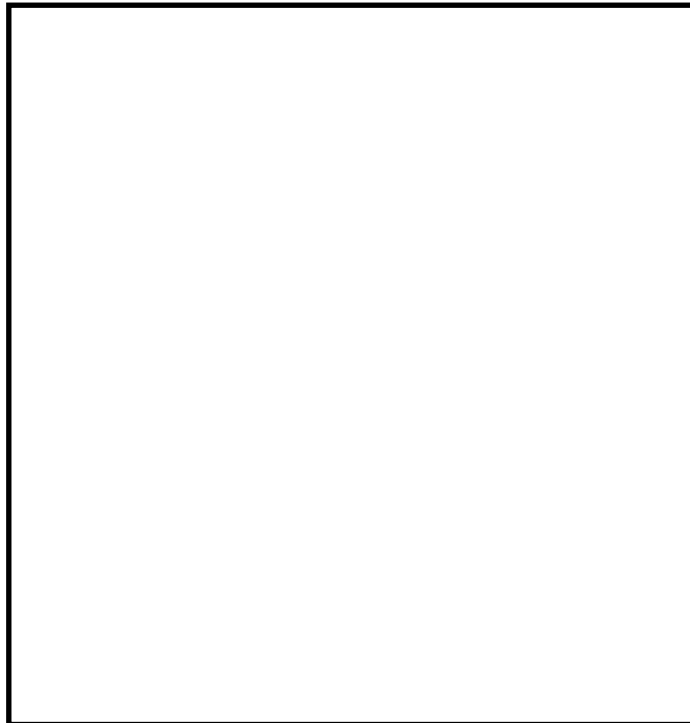
For a comprehension activity, child will read the sentence and draw what it says in the box provided.



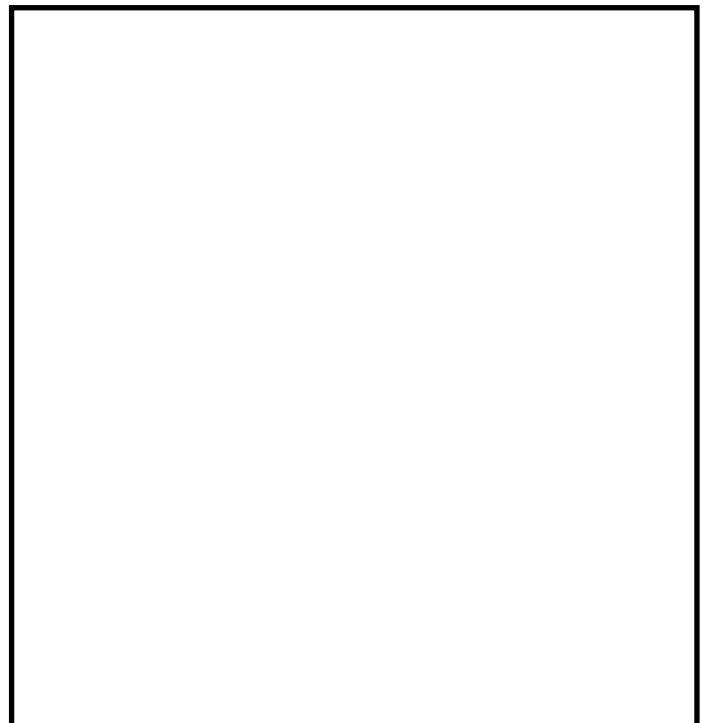
I see a hat on a cat.



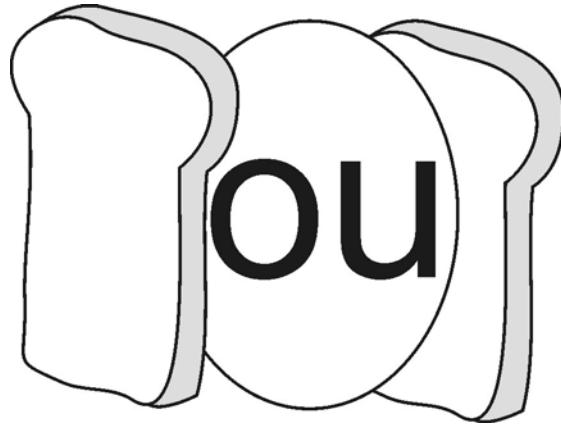
My cat is on a hat.



I can hop on a mat.

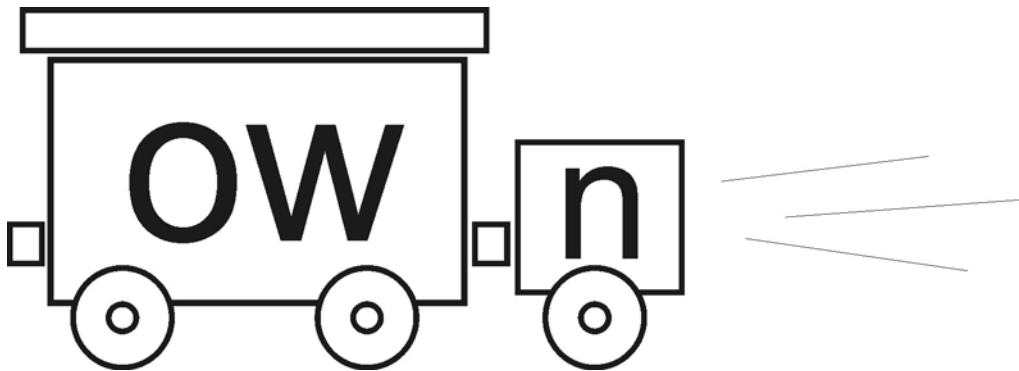


The cat is in a hat.



OU spellings often are found in the middle of a word, like baloney between bread in a sandwich:

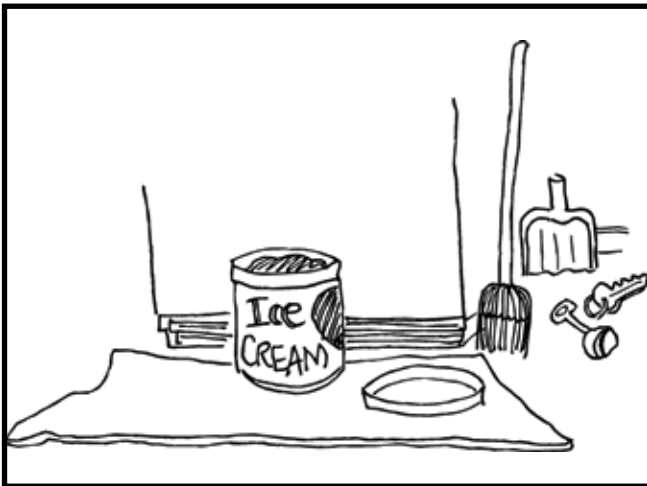
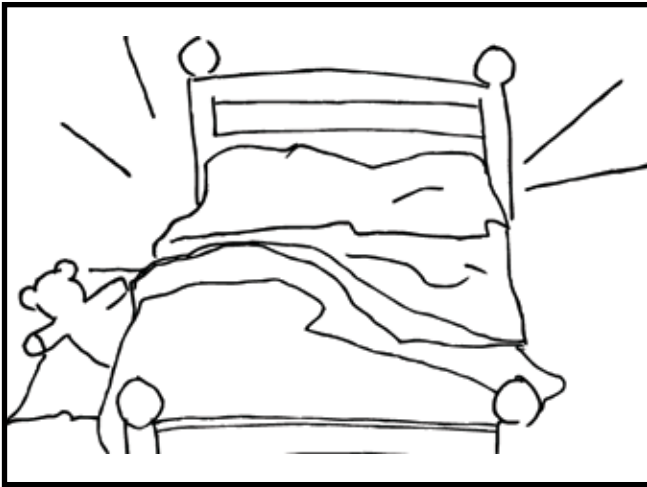
house
found
cloud
ground
mouse
shout
around



OW spellings often are found at the end of words like a caboose on a train. Most often, the only letter to follow OW is N:

cow
how
now
clown
frown
brown
town

Child will cut out the sentences, read them, then glue them under the picture that best illustrates the sentence.



Dot the tot is in the cot.

Dot got a lot!

The pot is not hot.

Dot got hot, so Dot got out.

Dot got a pot.



FIG

<http://www.thefruitpages.com/figs.shtml>

Fig

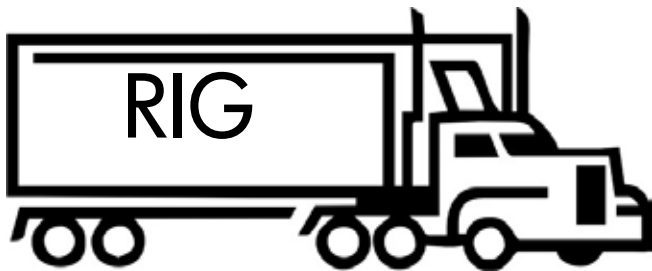
Description & storage

Fig: soft sweet fruit, full of small seeds and often eaten dried.

Fresh figs are delicious and often jam and chutney is made from them.

The skin of figs is very thin and ripe figs can't be kept or transported very well. As figs have to be picked when ripe, you only can eat them fresh where they are grown. In the warm countries the figs are dried for export and storage.

Dried figs consist of about 60% of sugar, contain a lot of vitamins and it is said that humans could live on figs alone. Figs are a very healthful fruit, and you can eat as many of them as you like.



For all their complaining about big rigs on the highway, it appears that car drivers do more to cause fatal car-truck collisions on the highway than their larger neighbors. A study by the AAA Foundation for Traffic Safety found that more than half - 54 percent - of fatal car-truck crashes are caused by driver error and that car drivers more often make the mistakes.

"Motorists don't recognize that trucks behave very differently from cars, so they think trucks can stop on a dime and change lanes quickly," said the foundation's chief executive officer, J. Peter Kissinger. "In reality, trucks take a long time to stop and cannot whip from lane to lane."



WIG

Back in the 1600's, long and thick hair was very fashionable. You would be able to find wig makers in barbershops and you would even find people making wigs in their homes.

The wigmaker only needed to have a few skills. They would need to obtain the grease from an animal, and shear the wool from a sheep, or cut the hair off of a horse's tail. They might also get hair to make their wigs from a person who was willing to cut her hair off and go with short hair

Then they would weave the hair with the grease through a hairnet. The barbers would shave off people's hair to make sure their head would fit into the wig and so that the wig would fit right. This craft affected the community because people were embarrassed to go outside without their wig. Their normal hair was probably quite grungy because they only took baths once a year.

here



there



where



Find your sight words inside the big words and circle them. If you can find other words not in the word bank, you are amazing! (Extra words: me, his, is, men, be, the, hen, in, as, up, on, to, an, us, am, her).

welcome

Saida

looking glass

didynamous

thistle

youngling

whereupon

callisthenics

heretofore

wanton

belittlement

said

want

we

you

come

call

did

for

here

look

little

this

**OBJECTIVES**

1. Child will gain a mental visual of Ee
2. Child will use this visual to recall Ee
3. Child will blend using Ee
4. Child will learn to use AN before a vowel
5. Child will learn sight words HIS, BACK, AN

MATERIALS

1. *Alphabet Tales*, page 87
2. SnapLetters™ Teaching Card for Ee
3. SnapWords® cards HIS, BACK, AN
4. Picture book of animals that hatch
5. Resources 134-135 (pp. 250-251)
6. Word family cards and letters for the blending work: ED, EG, ET, D, T, R, F, L, S, H, P, B, G, M, W, N, J, Y

ANTICIPATORY SET

Share your picture book with the children to get them excited about the topic of eggs hatching and babies emerging from them. Then ask the

children how many of them have painted real Easter eggs before. These eggs are hen eggs that have been cooked. Tell them that today's story is about a girl named Emmy who dearly loved to eat Easter eggs!

STORY

Read the story for Ee and emphasize its sound while you read. Let the children answer the question at the end of the story, and then ask them what they would have done if they were at an egg hunt and found the eggs were all missing!

VISUAL IMPRINTING

Ask the children to close their eyes and imagine seeing Emmy at the egg hunt with her arms reaching out, and her big, long shoe sticking out in the same direction.

BODYSPELLING

uppercase E lowercase e

Do the motions for E together, using your left hand to make Emmy's back,



while your right hand moves twice to make her arms and shoes. Lowercase E is a fist made with left hands so that lowercase E shows at the center.

WRITING

Spend a few minutes saying the sound of Ee. As you say the sound together aloud, the children will bodyspell, then practice forming the letters on their whiteboards.

After the children have practiced writing Ee, dictate these few words for them to sound and write on their whiteboards: END, EFT, EGO, EGRET, ELECT, ELF, ELM, EMBED. (Be sure to have the children carefully sound each sound as they write so they will know how to spell the words. Please avoid using letter names at all.

Now tell them the Ee sound will move to the inside of the words you will say: NEST, TEST, BEST, BEND, BENT, SENT, BLEND, SPEND, TREND, LEND, WENT, YEN. Use fingermapping (see page 10).

BLENDING

Share R134. Put the word family endings in your pocket chart as before and use the single letters for word beginnings. You will be able to make: TRED, FRED, FLED, SLED, SHRED, PLED, BLED, SPED, GREG, BEG, LEG, MEG, PEG, DREG, WET, FRET, BET, SET, NET, GET, PET, MET, JET, YET. Now that the children have learned Ee, if you have not taught word "vowels," this would be a great time to do so. Show several word cards with all five vowels represented, and have the children pick out the vowel in each one.

CENTERS**Teacher Center:**

After reviewing journals, begin the lesson. Today's focus is on discrimination between short E and short I vowel sounds. You will do an oral activity first, where children bodyspell the E or I depending on which one they hear inside the word, then play Quick Draw, making sure to use fingermapping. Use this list of words:

nest	list	mist	legs	prep
trip	slip	bled	grim	fled
clip	sled	tred	trim	film
west	best	lend	grip	bess

Teach sight words, relating HIS to AS, HAS (S with the sound of Z). BACK and AN are easily decoded.

Introduce the use of AN before words beginning with a vowel. You will re-teach in Lesson 64.

Journal Center:

Update with new words, and write daily entry.

Pocket Chart:

Use sight word cards in pocket chart to make sentences.

Scavenger Hunt:

Children can hunt for E words in print.

ACROSS THE CURRICULUM

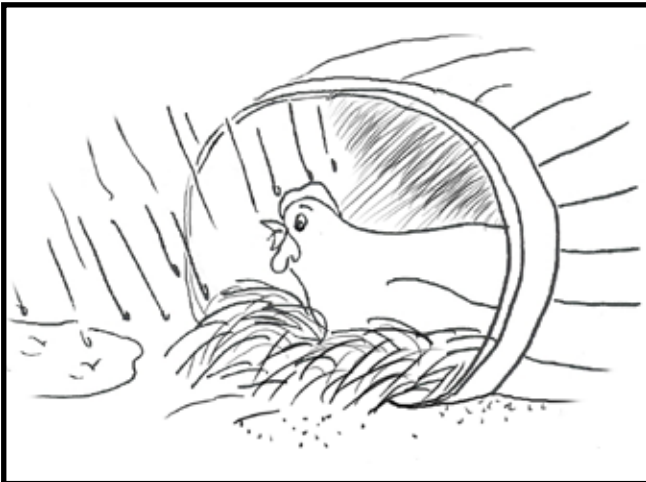
• **Science** ~ Study the life cycle of an animal that hatches from an egg, such as a chicken or duck. Research animals that lay eggs and collect pictures of them for a class book

• **Math** ~ Review skip counting by 2's and add the concept of a dozen. Show a dozen eggs. Bring in an empty egg carton that has 12 places and have the children collect 12 of something to put in the egg carton to show a dozen.

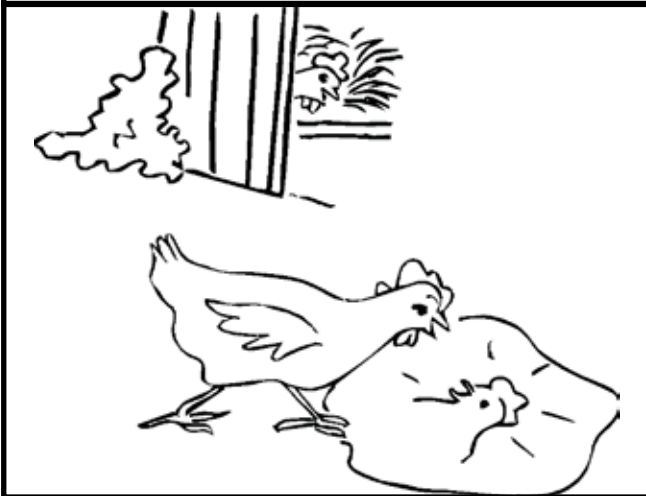
Section 3 Resources

Contents

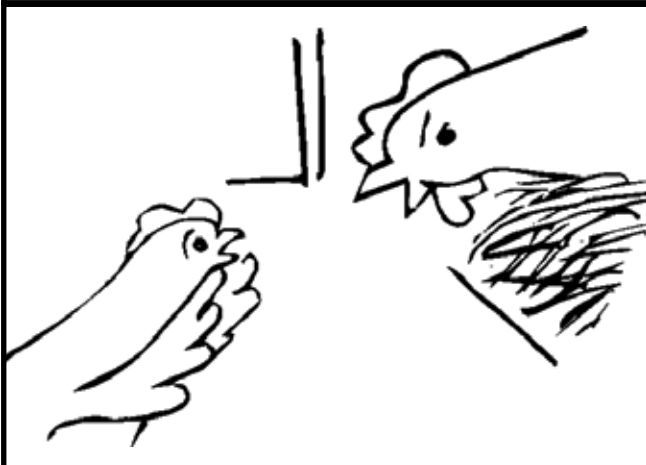
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So Peg sat on the nest. Peg sat and sat. It was not quick!



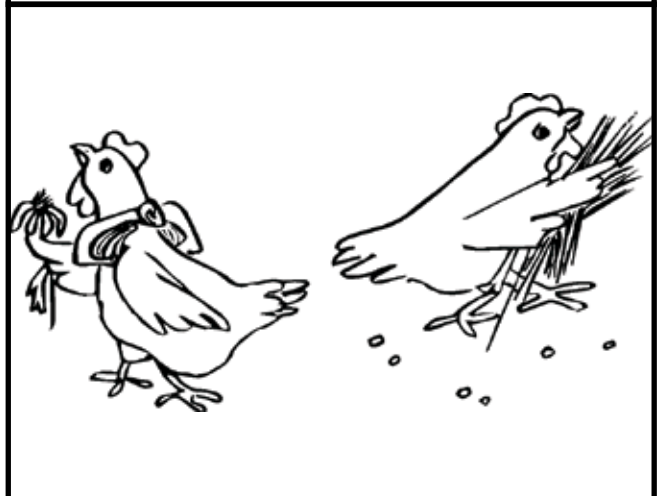
Meg got an egg. Peg did not. Meg got two eggs. Peg did not.



Peg will beg. "Will you help me get an egg?" Peg said.



"Meg!" called Peg. "Come and see!" Now Peg has a big egg.



Meg is a black hen... Peg is a red hen. Peg likes to play.

Child will cut out the pictures with their sentences, then place them in the correct sequence.

RA-4

Small Group Assessments - Teacher Copy

Students will record their answers on RA-5. On each day, bring the groups to your table one at a time and administer the assessment for that day.

On day one, do an example for each section to be sure the children understand what to do.

In column one, say "We are going to change the vowel sound inside each word. For example, write the word TRIP with an A [sound of a]. What would the new word be? Yes, the new word will be TRAP."

In column two, say, "This time we are changing the last sound you hear in each word. For example, write the word CLIP with an B. What would the new word be? BLIP would be the new word."

In column three say, "We are going to change the first sound you hear in these words. For example, write the word DOG with a B. What is the new word? BOG, the new word is BOG."

Have the children whisper sound to themselves as they write.

On day two, tell the children that you will read them a story, and at the end they will need to answer questions. Prompt them to make pictures in their heads as they listen so they will more easily remember the storyline. At the end of the story, read the questions and have the children mark the correct answer on their answer sheet. (RA-5)

Answers are marked in bold. Read the student answers with them if necessary.

Day One: Phonemic Manipulation

	Switching Vowels		Switching Final Sounds		Switching Initial Sounds
1	Write flop with an [sound of] i: (flip)	1	Write crag with an m: (cram)	1	Write wax with a t: (tax)
2	Write trim with an a: (tram)	2	Write glug with a t: (glut)	2	Write dram with a c: (cram)
3	Write mess with an o: (moss)	3	Write fuzz with an n: (fun)	3	Write drab with a g: (grab)
4	Write plog with an u: (plug)	4	Write spat with a g: (spag)	4	Write grub with a sh: (shrub)
5	Write Jill with an e: (jell)	5	Write bet with an l: (bell)	5	Write tap with ch: (chap)

*Read each item being careful to NOT say letter name, but rather to say the sound of the letter you want them to use.

Day Two: Listening Comprehension

Once there was a little boy named Harry. Harry was six. At his birthday party, his mom and dad gave him a special present. It was a puppy! Harry was so excited! He named his puppy Tippy because when they played Tippy kept tipping over. Harry played with Tippy every day and taught him a lot of tricks. Tippy learned to sit. He learned to beg. He learned to shake hands. Harry thought Tippy was the best present he'd ever gotten!

QUESTIONS:

1	What was the boy's name? Color the dot by A for Ben, B for Harry, C for Timmy.	3	Who gave the boy the pet? Color the dot by the correct answer. A for Uncle Pete, B for Mom and Dad, C for Santa	5	How often did the boy play with his pet? Color the dot by A for every day, B for once a week, or C for never.
2	What tricks did the little boy teach his new pet? Color in the dots by the correct answers. A for fetch, B for beg, C for shake hands.	4	When did the boy get the pet for a present? Color A for Christmas, B for Easter, C for his birthday	6	What was the name of the boy's pet? Color the dot by A for Peppy, B for Tippy, C for Happy.