

Kids on the Block Teacher's Guide



Target Read It Words		
because	first	should
care	of	take
come	how	too
could	next	why
feel	said	would

Target Sound It Out Words		
big	in	sit
did	it	stop
got	mom	this
him	not	will
if	on	with

Lesson A Warm-Up

Say and Write: it, him, got, stop

1. Teacher: I will say a word. Then you will say each sound in the word, one at a time. Then you will write the word. The first word is *it*. Listen to me say the sounds. /iii/t/ (Model stretching the word by connecting the sounds as you say the word slowly. Hold continuous sounds 2-3 seconds. Say stop sounds quickly.)
Say the sounds with me.

Teacher and Students: (Say each sound, holding up one finger at a time.)

Teacher: Now, watch me write the word. (Model writing the word by saying each sound as you write the letter(s).) **Now, you write the word.**

Students: (Write the word.)

2. Teacher: Listen. Him. Say the sounds.

Students: (Say the sounds.)

3. Teacher: Write the word.

Students: (Write the word.)

Repeat Steps 2 and 3 with *got* and *stop*.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

For errors saying sounds:

I: Listen. Say the sounds, holding continuous sounds and saying stop sounds quickly.

We: Say it with me. Students say the sounds with you.

You: Your turn. Students say the sounds independently.

For errors writing letters:

I: Listen. Say the sounds, stopping on the missed sound. Repeat that sound and ask the students what letter(s) makes that sound. If needed, provide the name of the letter(s) and have the students say it with you (**We**).

You: Your turn. Students write the letter(s).

Teacher Tip: Vary the writing instruments (e.g., dry erase markers, crayons) and surface/paper to maintain interest. You may also use magnetic/plastic letters for variety or for students with fine motor challenges, including those who write very slowly.

Say the Letter-Sound

1. Teacher: When I touch the letter(s), say the letter-sound. Remember to say the sound for as long as I touch it.

2. Teacher: Say the letter-sound. (Touch the letter(s), holding your finger on the letter(s) for 2-3 seconds for a continuous sound or tapping the letter(s) quickly for a stop sound.)

Students: (Say the sound, stretching continuous sounds for 2-3 seconds and saying stop sounds quickly.)

Repeat Step 2 with all of the letters.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Say the sound for the students.

We: Say it with me. Students say the sound with you.

You: Your turn. Students say the sound independently.

Repeat the row.

Sound It Out

1. Teacher: You're going to say the sounds in a word and then say the word.

Listen as I sound it out. (Point and say the sounds for the letter(s). Connect the sounds as you say the sounds. Hold continuous sounds for 2-3 seconds. Say stop sounds quickly. Then say the word.)

2. Teacher: (Point to letters of next word.) **Sound it out.**

Students: (Say each sound as you point to the letter, then say the word.)

Repeat Step 2 with all of the words.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Sound out the word for the student. (Point and say the sounds for the letter(s). Connect the sounds as you say the sounds. Hold continuous sounds for 2-3 seconds. Say stop sounds quickly. Then say the word.)

We: Sound it out with me. Students sound out the word with you.

You: Your turn. Students sound it out independently.

Repeat the row.

Read It

1. Teacher: Look at each word when I point to it. Read it when I tap it.

2. Teacher: (Point to the first word.) **Read it.** (Tap the first word.)

Students: (Read word.)

Repeat Step 2 with all of the words.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Read the word for the students.

We: Read it with me. Students read the word with you.

You: Your turn. Students read the word independently.

Repeat the row.

Warm-Up				
Say the Letter-Sound	i	m	qu	s o
Sound It Out	block	did	got	him just
Read It	first	of	how	next said

Kids on the Block Lesson A

Lesson A Book: Predict and Read

1. Teacher: Today we are going to read a chapter book. The title is *Kids on the Block*. (Point to the title on the student book.) **Look at the picture. What do you think this book is about?**

Students: (Make predictions.)

Teacher: Now let's look through the book and see if we can predict what will happen. (Go through the book. Look at the pictures and discuss predictions.)

2. Teacher: Before we read, let's review the words from our book. (Read the word list to the students as they point to each word. Students can read the word list along with you or by themselves if they are able. Review the picture words. Make sure the students know what each word means. Read the Story Starter to the students.)

3. Teacher: Now let's read the book and see if our predictions are right. (Point to the title of the chapter. Read the title to the students.) **I'll read my part. You will read your part. Let's read.** (Read Chapter 1). (Stop periodically to ask questions using the guide on the next page.)

Corrective Feedback and Scaffolding

Follow the **I, We, You** feedback procedure.

Sound It Out Words

Teacher: **Sound it out.** (If students can sound out the word, have them read the word and start the sentence again. If students struggle, continue scaffolding.)

I: Listen. Sound out the word for the student. (Point and say the sounds for the letter(s). Connect the sounds as you say the sounds. Hold continuous sounds for 2-3 seconds. Say stop sounds quickly. Then say the word.)

We: Sound it out with me. Students sound out the word with you.

You: Your turn. Students sound it independently.

Repeat the row.

Read It Words

I: Listen. Read the word for the students.

We: Read it with me. Students read the word with you.

You: Your turn. Students read the word independently.

Repeat the sentence.

Lesson A Book: Read and Discuss

Use this guide to direct discussion and enhance student engagement. Stop reading periodically and ask 1-2 questions based on student ability. Questions increase in difficulty as the question “steps” and numbers increase, with the highest step (#3) being the most difficult. You can ask questions at different levels, as student ability allows. You do not have to ask questions from only one level.

Chapter 1 Questions

Teacher Tip: Corrective feedback and scaffolding procedures are on the previous page.

Level 3

What game were the children playing? (Tag)
Have you ever played Tag? Do you like to be *it*?
If you were *it* what would you do? (chase the other children and try to tag or catch them)
Page 9:
How did Will feel? (sad) Why? (He can't catch them.)
Do you think if you were *it* you could catch them?

Level 2

What color were Sam's shorts? (blue)
Page 5:
Who was Sam pointing to? (Will)
What did Sam want Will to do? (be *it* first)
Did Will want to be *it*?
(Yes, he thought it would be lots of fun.)
Page 9:
Were Sam, Pam, and Tim running fast or slow? (fast)
Why were they running fast? (So, Will couldn't catch them.)

Level 1

Are the children inside or outside? (outside) How can you tell? (grass, sky, clouds)
Who is this? (point to Jazz)
What is around Jazz's neck? (collar)
What is Sam doing? (running)
What are Pam and Tim doing? (running)
Who are they running away from? (Will)

Learning Game



Writing Super Sentences is the recommended Learning Game for Lesson A. Writing needs to happen regularly, so we do not recommend substituting another activity for this one. You can make it more engaging by using a variety of paper/surfaces and writing instruments.

Lesson B Warm-Up

Say and Write: got, if, mom, did

1. Teacher: I will say a word. Then you will say each sound in the word, one at a time. Then you will write the word. The first word is got. Listen to me say the sounds. /g/ooo/t/ (Model stretching the word by connecting the sounds as you say the word slowly. Hold continuous sounds 2-3 seconds.) **Say the sounds with me.**

Teacher and Students: (Say each sound, holding up one finger at a time.)

Teacher: Now, watch me write the word. (Model writing the word by saying each sound as you write the letter(s).) **Now, you write the word.**

Students: (Write the word.)

2. Teacher: Listen. If. Say the sounds.

Students: (Say the sounds.)

3. Teacher: Write the word.

Students: (Write the word.)

Repeat Steps 2 and 3 with *mom* and *did*.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

For errors saying sounds:

I: Listen. Say the sounds, holding continuous sounds and saying stop sounds quickly.

We: Say it with me. Students say the sounds with you.

You: Your turn. Students say the sounds independently.

For errors writing letters:

I: Listen. Say the sounds, stopping on the missed sound. Repeat that sound and ask the students what letter(s) makes that sound. If needed, provide the name of the letter(s) and have the students say it with you (**We**).

You: Your turn. Students write the letter(s).

Say the Letter-Sound

1. Teacher: When I touch the letter(s), say the letter-sound. Remember to say the sound for as long as I touch it.

2. Teacher: Say the letter-sound. (Touch the letter(s), holding your finger on the letter(s) for 2-3 seconds for a continuous sound or tapping the letter(s) quickly for a stop sound.)

Students: (Say the sound, stretching continuous sounds for 2-3 seconds and saying stop sounds quickly.)

Repeat Step 2 with all of the letters.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Say the sound for the students.

We: Say it with me. Students say the sound with you.

You: Your turn. Students say the sound independently.

Repeat the row.

Sound It Out

1. Teacher: You're going to say the sounds in a word and then say the word.

Listen as I sound it out. (Point and say the sounds for the letter(s). Connect the sounds as you say the sounds. Hold continuous sounds for 2-3 seconds. Say stop sounds quickly. Then say the word.)

2. Teacher: (Point to letters of next word.) **Sound it out.**

Students: (Say each sound as you point to the letter, then say the word.)

Repeat Step 2 with all of the words.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Sound out the word for the student. (Point and say the sounds for the letter(s). Connect the sounds as you say the sounds. Hold continuous sounds for 2-3 seconds. Say stop sounds quickly. Then say the word.)

We: Sound it out with me. Students sound out the word with you.

You: Your turn. Students sound it out independently.

Repeat the row.

Read It

1. Teacher: Look at each word when I point to it. Read it when I tap it.

2. Teacher: (Point to the first word.) **Read it.** (Tap the first word.)

Students: (Read word.)

Repeat Step 2 with all of the words.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Read the word for the students.

We: Read it with me. Students read the word with you.

You: Your turn. Students read the word independently.

Repeat the row.

Warm-Up					
Say the Letter-Sound	o	ch	a	th	u
Sound It Out	in	it	Mom	not	help
Read It	why	would	where	too	were

Kids on the Block Lesson 8

Lesson B Book: Read and Discuss

Teacher: Today we are going to read some more of our chapter book. (Review the word list at the front of the book, as needed.) **Let's start reading with Chapter 2.** (Read the title to students.) **I'll read my part. You will read your part.** (Read Chapters 2 and 3 today.)

Corrective Feedback and Scaffolding: Follow the **I, We, You** feedback procedure.

Sound It Out Words

I: Listen. Sound out the word for the students.

We: Sound it out with me. Students sound out the word with you.

You: Your turn. Students sound out the word independently.
Repeat the sentence.

Read It Words

I: Listen. Read the word for the students.

We: Read it with me. Students read the word with you.

You: Your turn. Students read the word independently.
Repeat the sentence.

Chapter 2 Questions

Teacher Tip: Use this guide to direct discussion. Level 3 questions are the most difficult. See page 5 for more information.

Level 3

When Dan cried, how did it make the other children feel? (sorry for him)

Why did Jazz lick Dan? (to make him feel better)

Would you want to keep playing if you hurt your hand?

Level 2

Why was everyone sad? (Dan got hurt)

What happened to Dan? (he tripped and cut his hand)

What did Dan do when he cut his hand? (he cried)

Did Dan want to keep playing Tag? (no) Why? (his hand was hurt/felt bad)

Level 1

Did Dan get a big cut or a little cut? (little cut)

What did Dan call his cut? (a little scratch)

How did the children feel about Dan's scratch? (sad)

Lesson B Book: Read and Discuss

Teacher Tip: Level 3 questions are the most difficult. See page 5 for more information. Corrective feedback and scaffolding procedures are on the previous page.

Chapter 3 Questions

Level 3

Do you know any twins?

How do you think the mom and girls made Dan feel? (better)

What do you do when a friend gets hurt to help your friend feel better?

Level 2

Who did Sam and his friends meet? (a mom and 2 girls)

What is special about Jazmin and Yazmin? (they are twins)

How did the mom help Dan? (gave him a bandaid)

How did Jazmin and Yazmin help Dan? (sat with him in the grass)

Level 1

Page 17:

Who is this [point]? (a mom) Who is this [point]? (2 girls)

Where is Dan sitting? (in the grass)

What color is the grass? (green)

Page 18:

What is this [point]? (bandage/bandaid)

What is it used for? (a cut/scratch, etc.)

Learning Game



Speed Reader is the recommended Learning Game for Lesson B, but you may prefer to substitute other games that target skills needing extra reinforcement.

Lesson C Warm-Up

Say and Write: in, sit, on, big

1. Teacher: I will say a word. Then you will say each sound in the word, one at a time. Then you will write the word. The first word is in. Listen to me say the sounds. /iii/nnn/ (Model stretching the word by connecting the sounds as you say the word slowly. Hold continuous sounds 2-3 seconds. Say stop sounds quickly.) **Say the sounds with me.**

Teacher and Students: (Say each sound, holding up one finger at a time.)

Teacher: Now, watch me write the word. (Model writing the word by saying each sound as you write the letter(s).) **Now, you write the word.**

Students: (Write the word.)

2. Teacher: Listen. Sit. Say the sounds.

Students: (Say the sounds.)

3. Teacher: Write the word.

Students: (Write the word.)

Repeat Steps 2 and 3 with *on* and *big*.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

For errors saying sounds:

I: Listen. Say the sounds, holding continuous sounds and saying stop sounds quickly.

We: Say it with me. Students say the sounds with you.

You: Your turn. Students say the sounds independently.

For errors writing letters:

I: Listen. Say the sounds, stopping on the missed sound. Repeat that sound and ask the students what letter(s) makes that sound. If needed, provide the name of the letter(s) and have the students say it with you (**We**).

You: Your turn. Students write the letter(s).

Say the Letter-Sound

1. Teacher: When I touch the letter(s), say the letter-sound. Remember to say the sound for as long as I touch it.

2. Teacher: Say the letter-sound. (Touch the letter(s), holding your finger on the letter(s) for 2-3 seconds for a continuous sound or tapping the letter(s) quickly for a stop sound.)

Students: (Say the sound, stretching continuous sounds for 2-3 seconds and saying stop sounds quickly.)

Repeat Step 2 with all of the letters.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Say the sound for the students.

We: Say it with me. Students say the sound with you.

You: Your turn. Students say the sound independently.

Repeat the row.

Sound It Out

1. Teacher: You're going to say the sounds in a word and then say the word.

Listen as I sound it out. (Point and say the sounds for the letter(s). Connect the sounds as you say the sounds. Hold continuous sounds for 2-3 seconds. Say stop sounds quickly. Then say the word.)

2. Teacher: (Point to letters of next word.) **Sound it out.**

Students: (Say each sound as you point to the letter, then say the word.)

Repeat Step 2 with all of the words.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Sound out the word for the student. (Point and say the sounds for the letter(s). Connect the sounds as you say the sounds. Hold continuous sounds for 2-3 seconds. Say stop sounds quickly. Then say the word.)

We: Sound it out with me. Students sound out the word with you.

You: Your turn. Students sound it out independently.

Repeat the row.

Read It

1. Teacher: Look at each word when I point to it. Read it when I tap it.

2. Teacher: (Point to the first word.) **Read it.** (Tap the first word.)

Students: (Read word.)

Repeat Step 2 with all of the words.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Read the word for the students.

We: Read it with me. Students read the word with you.

You: Your turn. Students read the word independently.

Repeat the row.

Warm-Up					
Say the Letter-Sound	i	b	sh	d	g
Sound It Out	sit	stop	this	him	with
Read It	would	could	should	how	take

Kids on the Block, Lesson 11 ©

Lesson C Book: Read and Discuss

Teacher: Today we are going to read some more of our chapter book. (Review the word list at the front of the book, as needed.) **Let's start reading with Chapter 4.** (Read the title to students.) **I'll read my part. You will read your part.** (Read Chapters 4 and 5 today.)

Corrective Feedback and Scaffolding: Follow the **I, We, You** feedback procedure.

Sound It Out Words

I: Listen. Sound out the word for the students.

We: Sound it out with me. Students sound out the word with you.

You: Your turn. Students sound out the word independently. Repeat the sentence.

Read It Words

I: Listen. Read the word for the students.

We: Read it with me. Students read the word with you.

You: Your turn. Students read the word independently. Repeat the sentence.

Chapter 4 Questions

Teacher Tip: Use this guide to direct discussion. Level 3 questions are the most difficult. See page 5 for more information.

Level 3

Have you ever played Go Fish?

Have you ever played a different card game?

Do you like to play card games?

If you could play a card game, who would you want to play with?

Level 2

What did Dan, Jazmin, and Yazmin decide to do? (play cards/Go Fish)

How did Dan feel when he was playing cards? (happy)

Level 1

Who was playing cards with Dan? (Jazmin and Yazmin)

Jazmin and Yazmin sat in the _____. (grass)

What are they holding [point]? (cards)

What color are the cards [point]? (red)

Lesson C Book: Read and Discuss

Teacher Tip: Level 3 questions are the most difficult. See page 5 for more information. Corrective feedback and scaffolding procedures are on the previous page.

Chapter 5 Questions

Level 3

How did Sam feel about Jazmin and Yazmin being his neighbors? (happy)

What does Sam mean when he says, “on the block”? (on his street)

Do any other kids live on your street/in your apartment building? Do you ever play with them?

Level 2

Who went home first? (Will and Dan)

Who went home next? (Pam and Tim)

What did Sam find out about Jazmin and Yazmin? (they lived next door to him)

Level 1

Where did everyone go? (home)

Page 30:

Who was waving in the window? (Mom)

Learning Game



Read Through the Seasons is the recommended Learning Game for Lesson C, but you may prefer to substitute other games that target skills needing extra reinforcement.

Lesson D Warm-Up

Say and Write: big, not, stop, him

1. Teacher: I will say a word. Then you will say each sound in the word, one at a time. Then you will write the word. The first word is big. Listen to me say the sounds. /b/iii/g/ (Model stretching the word by connecting the sounds as you say the word slowly. Hold continuous sounds 2-3 seconds. Say stop sounds quickly.) **Say the sounds with me.**

Teacher and Students: (Say each sound, holding up one finger at a time.)

Teacher: Now, watch me write the word. (Model writing the word by saying each sound as you write the letter(s).) **Now, you write the word.**

Students: (Write the word.)

2. Teacher: Listen. Not. Say the sounds.

Students: (Say the sounds.)

3. Teacher: Write the word.

Students: (Write the word.)

Repeat Steps 2 and 3 with *stop* and *him*.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

For errors saying sounds:

I: Listen. Say the sounds, holding continuous sounds and saying stop sounds quickly.

We: Say it with me. Students say the sounds with you.

You: Your turn. Students say the sounds independently.

For errors writing letters:

I: Listen. Say the sounds, stopping on the missed sound. Repeat that sound and ask the students what letter(s) makes that sound. If needed, provide the name of the letter(s) and have the students say it with you (**We**).

You: Your turn. Students write the letter(s).

Say the Letter-Sound

1. Teacher: When I touch the letter(s), say the letter-sound. Remember to say the sound for as long as I touch it.

2. Teacher: Say the letter-sound. (Touch the letter(s), holding your finger on the letter(s) for 2-3 seconds for a continuous sound or tapping the letter(s) quickly for a stop sound.)

Students: (Say the sound, stretching continuous sounds for 2-3 seconds and saying stop sounds quickly.)

Repeat Step 2 with all of the letters.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Say the sound for the students.

We: Say it with me. Students say the sound with you.

You: Your turn. Students say the sound independently.

Repeat the row.

Sound It Out

1. Teacher: You're going to say the sounds in a word and then say the word.

Listen as I sound it out. (Point and say the sounds for the letter(s). Connect the sounds as you say the sounds. Hold continuous sounds for 2-3 seconds. Say stop sounds quickly. Then say the word.)

2. Teacher: (Point to letters of next word.) **Sound it out.**

Students: (Say each sound as you point to the letter, then say the word.)

Repeat Step 2 with all of the words.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Sound out the word for the student. (Point and say the sounds for the letter(s). Connect the sounds as you say the sounds. Hold continuous sounds for 2-3 seconds. Say stop sounds quickly. Then say the word.)

We: Sound it out with me. Students sound out the word with you.

You: Your turn. Students sound it out independently.

Repeat the row.

Read It

1. Teacher: Look at each word when I point to it. Read it when I tap it.

2. Teacher: (Point to the first word.) **Read it.** (Tap the first word.)

Students: (Read word.)

Repeat Step 2 with all of the words.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Read the word for the students.

We: Read it with me. Students read the word with you.

You: Your turn. Students read the word independently.

Repeat the row.




Warm-Up					
Say the Letter-Sound	o	qu	t	v	i
Sound It Out	if	block	pick	list	that
Read It	because	care	come	very	feel

Lesson D Story: Read and Review

Have the students read the story straight through.

Complete the Story Grammar graphic organizer. Discuss the parts of the story.
*If desired, make a copy of the graphic organizer and write down student responses.

STORY GRAMMAR

 Listen to me read the title of each box. Each of these is a part of the story.
 Think about the book.
 Tell me about that part of the book. Look at the pictures to help you remember.

<p>CHARACTERS</p> <p>Who the Story is About</p>	<p>PLOT</p> <p>What Happens in the Story</p>
<p>SETTING</p> <p>When and Where the Story Takes Place</p>	

Learning Game



Scavenger Hunt is the recommended Learning Game for Lesson D, but you may prefer to substitute other games that target skills needing extra reinforcement. You may also want to add your own clues to this game to provide extra reinforcement of specific skills.

Lesson E Reinforcement and Assessment

Review this week's lessons and determine which skills your students need to improve upon most. Select games/activities for today that address these skills and use this day to practice those skills. See the Scope and Sequence, as it lists activities and objectives.

If you prefer, you may also choose to move on to the next book instead of using Lesson E to provide additional practice. Remember that all books in the same level are designed to be at the same difficulty level and target the same words.

Remember that the decision to move on to the next level is based on whether or not your students can read most of the target words within 2-3 seconds per word. The recommendation is to move to the next level when students miss 4 or fewer target words. All skills are reviewed in upcoming levels and gradually increase in difficulty.