

# Sam's Lunch Teacher's Guide



Sam's Lunch

Written and Illustrated by Jennifer Cheatham

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Target Read It Words	
a	like
do	not
I	want

# Lesson A Warm-Up

## Say the Word: not, like, chips, ham

**1. Teacher: I will say the sounds in a word. Then you will say the word. I'll do the first one. Listen. /nnn/ ot** (If the first sound is continuous, hold it for 2-3 seconds. Say stop sounds quickly. Pause for thinking time.) **That word is not. Say the word.**

Students: (*not*)

**2. Teacher: Listen. /lll/ ike  
Say the word.**

**Students:** (Say the word.)

Repeat Step 2 with /ch/ *ips* and /h/ *am*.

## **Corrective Feedback & Scaffolding**

If students do not respond correctly, go through the steps below, starting with Step 1 and stopping when students are able to respond correctly.

1. Say the first sound and rime again. Stretch first sounds 2-3 seconds and connect the sounds when the first sound is continuous.
2. Gradually shorten the length of the beginning sounds.
3. Provide the word and have students repeat it.

## Say the First Sound: like, not, ham, chips

**1. Teacher: I will say a word. Then you will say the first sound in the word. Listen. Like. The first sound in like is /lll/. (Hold continuous sounds 2-3 seconds. Say stop sounds quickly.) Now let's do it together. Say the first sound in like.**

**Teacher and Students: /lll/**

**2. Teacher: Say the first sound in not.**

**Students:** (Say the first sound.)

Repeat Step 2 with *ham* and *chips*.

## **Corrective Feedback & Scaffolding**

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

**I: Listen.** Say the word, stretching the first sound if it is a continuous sound. Say the first sound.

**We: Say it with me.** You say the word and then students say the first sound with you.

**You: Your turn.** You say the word and students say the first sound independently.



## Say the Letter-Sound

**1. Teacher:** When I touch the letter, 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, holding your finger on the letter for 2-3 seconds for a continuous sound or tapping the letter 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.

## 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 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.** 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

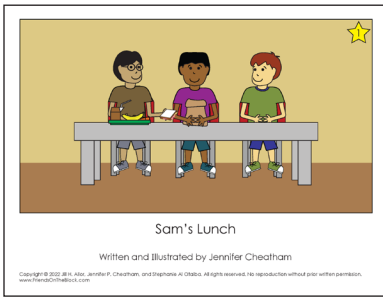
f          s          p          t          m

Read It

not          a          do          like          want

Sam's Lunch/Lesson A ☆

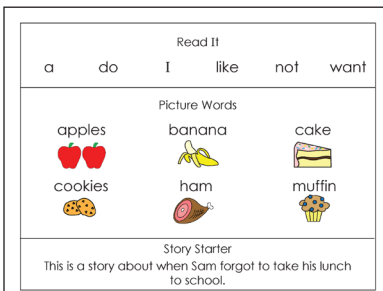
# Lesson A Book: Predict and Read



**Teacher:** We are going to read a new book. (Point to the title on the student book.) **The title is *Sam's Lunch*. Look at the picture. What do you think this book is about?**

**Students:** (Say what they think the book is about.)

**Teacher:** Now let's look through the book and see if we can predict what happens. (Go through the book, page by page. Look at the pictures and discuss predictions.)



**Teacher:** I'll read these word lists to you. You will read these words in the story. If there is a picture that you don't know, be sure to tell me when I read it.

Read the lists and story starter to the students. Be sure the students know what the pictures are for the Picture Words.

**Teacher:** Now let's read the story and see if our predictions are right. I'll read my part. Then we will Echo Read\* together. That means I'll read your part and then you will read your part. You will echo me. Let's read.

Read all of the story.

Use the feedback below if students make a mistake while reading the book.

## 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 sentence.

\*Discontinue Echo Reading as soon as students are able to read successfully without this scaffold. If it becomes cumbersome to follow the correction procedure (which includes repeating the sentence every time an error occurs), return to Echo Reading.

# Lesson A Learning Game



Directions for Learning Games are with each game. At the end of each day's lesson, there is a specific recommended Learning Game. These games were selected to ensure that multiple areas of literacy development are addressed across a week. However, you may prefer to substitute other Learning Games that target skills needing extra reinforcement. For example, if your students are struggling with sight words and you have been in the same level for several weeks, you may want to select Learning Games that focus on the target sight words. See the Scope and Sequence, as it lists activities and objectives.

Think and Sort is the recommended Learning Game for Lesson A, but you may prefer to substitute other Learning Games that target skills needing extra reinforcement.

# Lesson B Warm-Up

## Say the Word: like, chips, ham, not

**1. Teacher:** I will say the sounds in a word. Then you will say the word. I'll do the first one. **Listen.** /lll/ ike (If the first sound is continuous, hold it for 2-3 seconds. Say stop sounds quickly. Pause for thinking time.) **That word is like. Say the word.**

Students: (*like*)

**2. Teacher:** Listen. /ch/ ips  
**Say the word.**

**Students:** (Say the word.)

Repeat Step 2 with /h/ am and /nnn/ ot.

## **Corrective Feedback & Scaffolding**

If students do not respond correctly, go through the steps below, starting with Step 1 and stopping when students are able to respond correctly.

1. Say the first sound and rime again. Stretch first sounds 2-3 seconds and connect the sounds when the first sound is continuous.
2. Gradually shorten the length of the beginning sounds.
3. Provide the word and have students repeat it.

## Say the First Sound: ham, chips, not, like

**1. Teacher:** I will say a word. Then you will say the first sound in the word. **Listen.** *Ham.* The first sound in *ham* is /h/. (Hold continuous sounds 2-3 seconds. Say stop sounds quickly.) **Now let's do it together. Say the first sound in ham.**

**Teacher and Students:** /h/

**2. Teacher:** Say the first sound in *chips*.

**Students:** (Say the first sound.)

Repeat Step 2 with *not* and *like*.

## **Corrective Feedback & Scaffolding**

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

**I: Listen.** Say the word, stretching the first sound if it is a continuous sound. Say the first sound.

**We: Say it with me.** You say the word and then students say the first sound with you.

**You: Your turn.** You say the word and students say the first sound independently.



## Say the Letter-Sound

**1. Teacher:** When I touch the letter, 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, holding your finger on the letter for 2-3 seconds for a continuous sound or tapping the letter 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.

## 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 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.** 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

c          t          p          m          s

Read It

like    want    not          I          do

Sam's Lunch/Lesson B ☆



# Lesson B Book: Read and Discuss

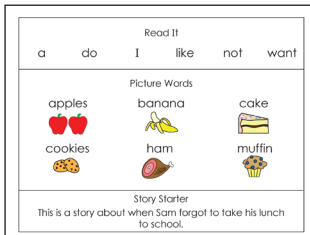
Use this guide to direct discussion and enhance student engagement. Select 1-2 questions per page based on student ability. Questions increase in difficulty as the question "steps" and numbers increase, with the highest step (#3) being the most difficult.

If needed, Echo Read with the student for the student text.



1

Read the title.

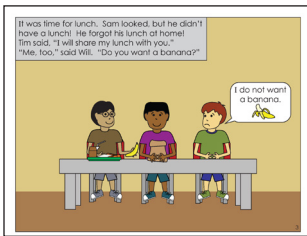


2

Read the word list to the students. Make sure the students know what the pictures are.

Optional: Have the students point to the words as you read.

Read the Story Starter.



3

3

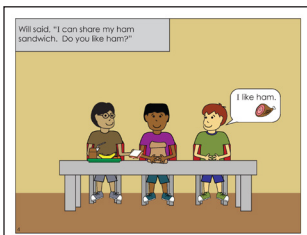
Why is Sam sad? (forgot his lunch at home) Who will help him? (Tim and Will) How will they help him? (share their lunches with him)

2

What is this? (point to tray) What is this? (point to brown lunch bag) Which one was brought from home? (lunch bag) Does Sam have a lunch? (no)

1

Where are the boys? (school cafeteria) How many boys are sitting at the table? (3) What color is Will's tray? (green) What is Will eating for lunch? (banana, carrots, sandwich, drink)



4

3

Do you think Sam likes ham? (yes, he is smiling) Do you think Sam will take the sandwich? Why? (yes, he is hungry) Do you like ham?

2

What's happening on this page? (Will is sharing his sandwich with Sam.) What kind of sandwich does Will have? (ham sandwich)

1

What color is the table? (gray) Are the boys standing or sitting? (sitting)







5

3

What else could Will share with Sam? (carrot, banana) Do you think Tim has anything else in his lunchbag he could share with Sam?

2

Does Sam want a blueberry muffin? (no) Do you like blueberry muffins? Why does Sam not want a blueberry muffin?

1

What are these? (point to the muffins) How many muffins are there? (2) What kind of muffins are they? (blueberry muffins)



6

3

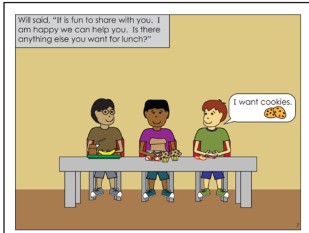
So far, what is Sam eating for his lunch? (ham sandwich, blueberry muffins) Do you think Sam is happy now? Why?

2

What is going on here? (Tim is offering to share his apple slices with Sam)

1

What is this? (point to bag of apple slices)



7

3

What else do you like to eat for lunch?

2

Do you think Will or Tim have cookies to share with Sam? Let's turn the page and find out.

1

What else does Sam want for lunch? (cookies)



8

3

What did Sam finally eat for lunch? (ham sandwich, apple slices, cake) Where did he get the food from? (his friends) Do you think he was still hungry?

2

What does Tim have in the bottom of his lunchbag? (cake) Does Sam like cake? (yes) Who will Tim share his cake with? (Sam and Will)

1

Did Tim or Will have any cookies? (no)

## Learning Game



Sounds BINGO is the recommended Learning Game for Lesson B, but you may prefer to substitute other Learning Games that target skills needing extra reinforcement.

# Lesson C Warm-Up

## Say the Word: chips, ham, not, like

**1. Teacher:** I will say the sounds in a word. Then you will say the word. I'll do the first one. **Listen. /ch/ ips** (If the first sound is continuous, hold it for 2-3 seconds. Say stop sounds quickly. Pause for thinking time.) **That word is chips. Say the word.**

Students: (*chips*)

**2. Teacher:** Listen. **/h/ am**  
**Say the word.**

**Students:** (Say the word.)

Repeat Step 2 with */nnn/ ot* and */lll/ ike*.

## Corrective Feedback & Scaffolding

If students do not respond correctly, go through the steps below, starting with Step 1 and stopping when students are able to respond correctly.

1. Say the first sound and rime again. Stretch first sounds 2-3 seconds and connect the sounds when the first sound is continuous.
2. Gradually shorten the length of the beginning sounds.
3. Provide the word and have students repeat it.

## Say the First Sound: not, like, chips, ham

**1. Teacher:** I will say a word. Then you will say the first sound in the word. **Listen. Not. The first sound in not is /nnn/.** (Hold continuous sounds 2-3 seconds. Say stop sounds quickly.) **Now let's do it together. Say the first sound in not.**

**Teacher and Students:** */nnn/*

**2. Teacher:** Say the first sound in *like*.

**Students:** (Say the first sound.)

Repeat Step 2 with *chips* and *ham*.

## Corrective Feedback & Scaffolding

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

**I: Listen.** Say the word, stretching the first sound if it is a continuous sound. Say the first sound.

**We: Say it with me.** You say the word and then students say the first sound with you.

**You: Your turn.** You say the word and students say the first sound independently.



## Say the Letter-Sound

**1. Teacher:** When I touch the letter, 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, holding your finger on the letter for 2-3 seconds for a continuous sound or tapping the letter 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.

## 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 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.** 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

f      c      m      p      t

Read It

want   not   a      like   do

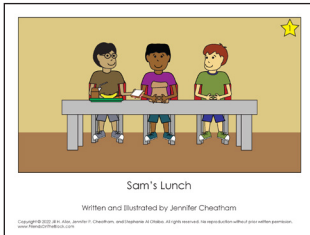
Sam's Lunch/Lesson C ☆



# Lesson C Book: Read and Discuss

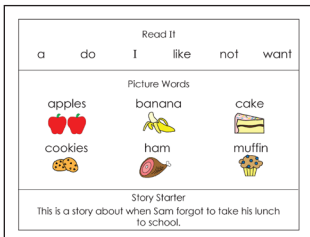
Use this guide to direct discussion and enhance student engagement. Select 1-2 questions per page based on student ability. Questions increase in difficulty as the question "steps" and numbers increase, with the highest step (#3) being the most difficult.

If needed, Echo Read with the student for the student text.



1

Read the title.

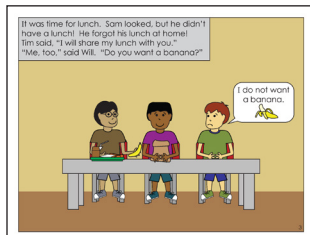


2

Read the word list to the students. Make sure the students know what the pictures are.

Optional: Have the students point to the words as you read.

Read the Story Starter.



3

3

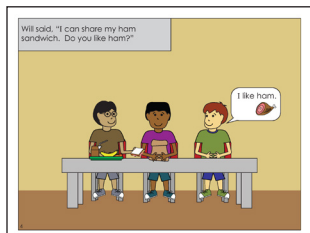
Why is Sam sad? (forgot his lunch at home)  
Who will help him? (Tim and Will) How will they help him? (share their lunches with him)

2

What is this? (point to tray) What is this? (point to brown lunch bag) Which one was brought from home? (lunch bag) Does Sam have a lunch? (no)

1

Where are the boys? (school cafeteria) How many boys are sitting at the table? (3) What color is Will's tray? (green) What is Will eating for lunch? (banana, carrots, sandwich, drink)



4

3

Do you think Sam likes ham? (yes, he is smiling)  
Do you think Sam will take the sandwich? Why? (yes, he is hungry) Do you like ham?

2

What's happening on this page? (Will is sharing his sandwich with Sam.) What kind of sandwich does Will have? (ham sandwich)

1

What color is the table? (gray)  
Are the boys standing or sitting? (sitting)



5

3

What else could Will share with Sam? (carrot, banana) Do you think Tim has anything else in his lunchbag he could share with Sam?

2

Does Sam want a blueberry muffin? (no) Do you like blueberry muffins? Why does Sam not want a blueberry muffin?

1

What are these? (point to the muffins) How many muffins are there? (2) What kind of muffins are they? (blueberry muffins)



6

3

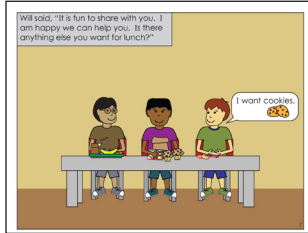
So far, what is Sam eating for his lunch? (ham sandwich, blueberry muffins) Do you think Sam is happy now? Why?

2

What is going on here? (Tim is offering to share his apple slices with Sam)

1

What is this? (point to bag of apple slices)



7

3

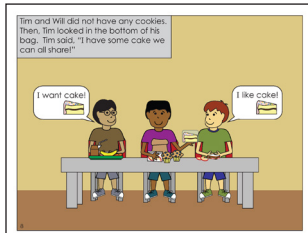
What else do you like to eat for lunch?

2

Do you think Will or Tim have cookies to share with Sam? Let's turn the page and find out.

1

What else does Sam want for lunch? (cookies)



8

3

What did Sam finally eat for lunch? (ham sandwich, apple slices, cake) Where did he get the food from? (his friends) Do you think he was still hungry?

2

What does Tim have in the bottom of his lunchbag? (cake) Does Sam like cake? (yes) Who will Tim share his cake with? (Sam and Will)

1

Did Tim or Will have any cookies? (no)

### Learning Game



Super Sentences is the recommended Learning Game for Lesson C, but you may prefer to substitute other Learning Games that target skills needing extra reinforcement.



# Lesson D Warm-Up

## Say the Word: ham, not, like, chips

**1. Teacher:** I will say the sounds in a word. Then you will say the word. I'll do the first one. **Listen. /h/ am** (If the first sound is continuous, hold it for 2-3 seconds. Say stop sounds quickly. Pause for thinking time.) **That word is ham. Say the word.**

Students: (*ham*)

**2. Teacher:** Listen. **/nnn/ of Say the word.**

**Students:** (Say the word.)

Repeat Step 2 with */lll/ ike* and */ch/ ips*.

## **Corrective Feedback & Scaffolding**

If students do not respond correctly, go through the steps below, starting with Step 1 and stopping when students are able to respond correctly.

1. Say the first sound and rime again. Stretch first sounds 2-3 seconds and connect the sounds when the first sound is continuous.
2. Gradually shorten the length of the beginning sounds.
3. Provide the word and have students repeat it.

## Say the First Sound: chips, ham, like, not

**1. Teacher:** I will say a word. Then you will say the first sound in the word. **Listen. Chips. The first sound in chips is /ch/.** (Hold continuous sounds 2-3 seconds. Say stop sounds quickly.) **Now let's do it together. Say the first sound in chips.**

**Teacher and Students:** */ch/*

**2. Teacher:** Say the first sound in *ham*.

**Students:** (Say the first sound.)

Repeat Step 2 with *like* and *not*.

## **Corrective Feedback & Scaffolding**

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

**I: Listen.** Say the word, stretching the first sound if it is a continuous sound. Say the first sound.

**We: Say it with me.** You say the word and then students say the first sound with you.

**You: Your turn.** You say the word and students say the first sound independently.



## Say the Letter-Sound

**1. Teacher:** When I touch the letter, 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, holding your finger on the letter for 2-3 seconds for a continuous sound or tapping the letter 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.

## 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 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.** 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

c          f          s          p          m

Read It

I          not          want          do          like

Sam's Lunch/Lesson ID ☆






# Lesson D Book: 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.

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

## Learning Game



Scavenger Hunt is the recommended Learning Game for Lesson D, but you may prefer to substitute other Learning 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 2 or fewer target words. All skills are reviewed in upcoming levels and gradually increase in difficulty.