



Animals Up Close Teacher's Guide





Animals Up Close

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Target Read It Words		
any	family	room
ball	girl	saw
both	more	their
boy	most	warm
done	once	young

Target Sound It Out Words		
cold	plain	stay
day	play	tail
hold	rain	told
may	roll	wait
old	say	way

Lesson A Warm-Up

Say and Write: cold, day, may, hold

1. Teacher: Today we will say and write words that are spelled with the letters “ol” and the letters “ay.” (Write the patterns where the students can see them.) 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 *cold*. Listen to me say the sounds.

/k/ooo/lll/d/ (Model saying the word slowly, stretching continuous sounds 2-3 seconds and saying 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. Day. Say the sounds and write the word.

Students: (Say the sounds and write the word.)

Repeat Step 2 with remaining words.

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 the sound and ask the students what letter(s) makes that sound. If needed, provide the letter name(s) and have the students repeat with you (**We**).

You: Your turn. Student writes the letter(s).

Sound It Out

Note: As needed, introduce/review new letter patterns and sounds before this activity.

1. Teacher: You’re going to say the underlined part of a word and then say the word. Listen as I say the underlined part and then the word. (Point to the underlined part of the word on the chart and say the sound. Point to the word and say the word.)

2. Teacher: (Point to the underlined part.) Say the sound. (Point to the word.) Say the word.

Students: (Say the underlined part and then the word.)

Repeat Step 2 with remaining words.

Corrective Feedback & Scaffolding

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

For errors saying sounds:

I: Listen. Say the sound(s).

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

You: Your turn. Students say the sound(s) independently and then say the word.

Repeat the row.

For errors saying words:

I: Listen. Sound out the word for the students. (Point and say the sounds for all of the letter(s) in the word. 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 remaining 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.

Read Each Word

Note: As needed, provide additional support during this activity. You may want to write the words on a board and underline the suffixes.

1. Teacher: Look at each word when I point to it. Some of the words have endings on them, so look at them carefully. 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 remaining 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.

Read Each Part

1. Teacher: To read these big words, you will first read each part. You will read each part and then read the whole word. (If needed, model the first row.)

2. Teacher: **Read it.** (Point and tap each part and word.)

Students: (Read parts and then the word.)

Repeat Step 2 with remaining row(s).

Corrective Feedback & Scaffolding

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

I: Listen. Read the parts and the word for the students.

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

You: Your turn. Students read independently.

Repeat the row.

Warm-Up				
Sound It Out				
day	rain	wait		
old	told	cold		
Read It				
done	boy	more	room	does

Warm-Up		
Read Each Word		
drink	drinks	drinking
see	sees	seeing
Read Each Part		
can not	<u>cannot</u>	cannot
tall est	<u>tallest</u>	tallest

Lesson A Book: Predict, Read, and Discuss

1. Teacher: The title of the book we will begin reading today is *Animals Up Close*. (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 some of the pictures and briefly 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 pages 4-6). (Stop periodically to ask questions using the guide on the next page.)

Corrective Feedback and Scaffolding

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

(If students correct the error without additional assistance, have them repeat the correct word and start the sentence again. If students struggle, continue providing feedback and scaffolding.)

Sound It Out Words

I: Listen. Sound out the word for the students (or provide the missed sound).

We: Sound it out with me. Students sound out the word with you (or repeat the sound).

You: Your turn. Students read 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.

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.

Questions for Pages 4-6

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

Level 3

Have you ever seen some animals up close?

Are there any animals you would like to see up close?

Have you ever read any other books about animals?

Level 2

What type of day is a good day to go to the zoo?
(a warm day with no rain)

Do most animals like to play in the rain? (no)

What do baby mammals drink? (their mom’s milk)

Level 1

Page 6
What is this? (a monkey)

Point to the baby monkey.

Point to the mom monkey.

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.

Lesson B Warm-Up

Say and Write: fun, plain, up, wait

1. Teacher: Today we will say and write words that are spelled with the letter “u” and the letters “ai.” (Write the patterns where the students can see them.) **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 fun. Listen to me say the sounds.**

/fff/uuu/nnn/ (Model saying the word slowly, stretching continuous sounds 2-3 seconds and saying 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. Plain. Say the sounds and write the word.

Students: (Say the sounds and write the word.)

Repeat Step 2 with remaining words.

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 the sound and ask the students what letter(s) makes that sound. If needed, provide the letter name(s) and have the students repeat with you (**We**).

You: Your turn. Student writes the letter(s).

Sound It Out

Note: As needed, introduce/review new letter patterns and sounds before this activity.

1. Teacher: You’re going to say the underlined part of a word and then say the word. Listen as I say the underlined part and then the word. (Point to the underlined part of the word on the chart and say the sound. Point to the word and say the word.)

2. Teacher: (Point to the underlined part.) Say the sound. (Point to the word.) Say the word.

Students: (Say the underlined part and then the word.)

Repeat Step 2 with remaining words.

Corrective Feedback & Scaffolding

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

For errors saying sounds:

I: Listen. Say the sound(s).

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

You: Your turn. Students say the sound(s) independently and then say the word.

Repeat the row.

For errors saying words:

I: Listen. Sound out the word for the students. (Point and say the sounds for all of the letter(s) in the word. 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 remaining 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.

Read Each Word

Note: As needed, provide additional support during this activity. You may want to write the words on a board and underline the suffixes.

1. Teacher: Look at each word when I point to it. Some of the words have endings on them, so look at them carefully. 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 remaining 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.

Read Each Part

1. Teacher: To read these big words, you will first read each part. You will read each part and then read the whole word. (If needed, model the first row.)

2. Teacher: Read it. (Point and tap each part and word.)

Students: (Read parts and then the word.)

Repeat Step 2 with remaining row(s).

Corrective Feedback & Scaffolding

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

I: Listen. Read the parts and the word for the students.

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

You: Your turn. Students read independently.

Repeat the row.

Warm-Up	
Sound It Out	play cold make plain day
Read It	warm saw young every both

Warm-Up	
Read Each Word	hold holds holding eat eats eating
Read Each Part	in sects insects insects tall est tallest tallest

Lesson B Book: Read and Discuss

Teacher: Today we are going to read some more of our book. (Review the word list at the front of the book, as needed.) **Let's start reading on page 7.** (Read the title to students.) **I'll read my part. You will read your part.** (Read pages 7-9.)

Corrective Feedback and Scaffolding: Follow the **I, We, You** feedback procedure. (If students correct the error without assistance, have them repeat the correct word and start the sentence again. If students struggle, continue providing feedback and scaffolding.)

Sound It Out Words

I: Listen. Sound out the word for the students and/or provide missed sound.

We: Sound it out with me. Students sound out the word with you and/or repeat sound.

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.

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.

Questions for Pages 7-9

Level 3

What do you think is special about elephants?

What do you use to hold things? (hands/arms, bags, etc.)

Do you like hippos? What do you like about hippos?

Can you think of anything that reminds you of a hippo, or have you ever seen a hippo? (various; pigs, cartoon characters, etc.)

If you could have an elephant, a hippo, or a giraffe as a pet, which one would you want? Why?

Level 2

What is a word that describes elephants? (various; big, strong, opinion words)

Do boys or girls have tusks? (both)

Elephants swish their _____. (tails)

What is a word that describes hippos? (various)

Can hippos run fast? (yes)

Are giraffes tall or short? (tall) Are giraffes spotted or plain? (spotted)

Level 1

What is this? (an elephant)

Point to the tusk.

Point to the baby elephant.

Are elephants big or small?

Page 8 :Point to the hippo.

Page 9: What is this? (giraffe)

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: old, best, told, red

1. Teacher: Today we will say and write words that are spelled with the letters “ol” and the letter “e.” (Write the patterns where the students can see them.) 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 *old*. Listen to me say the sounds.

/ooo/lll/d/ (Model saying the word slowly, stretching continuous sounds 2-3 seconds and saying 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. *Best*. Say the sounds and write the word.

Students: (Say the sounds and write the word.)

Repeat Step 2 with remaining words.

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 the sound and ask the students what letter(s) makes that sound. If needed, provide the letter name(s) and have the students repeat with you (**We**).

You: Your turn. Student writes the letter(s).

Sound It Out

Note: As needed, introduce/review new letter patterns and sounds before this activity.

1. Teacher: You’re going to say the underlined part of a word and then say the word. Listen as I say the underlined part and then the word. (Point to the underlined part of the word on the chart and say the sound. Point to the word and say the word.)

2. Teacher: (Point to the underlined part.) Say the sound. (Point to the word.) Say the word.

Students: (Say the underlined part and then the word.)

Repeat Step 2 with remaining words.

Corrective Feedback & Scaffolding

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

For errors saying sounds:

I: Listen. Say the sound(s).

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

You: Your turn. Students say the sound(s) independently and then say the word.

Repeat the row.

For errors saying words:

I: Listen. Sound out the word for the students. (Point and say the sounds for all of the letter(s) in the word. 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 remaining 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.

Read Each Word

Note: As needed, provide additional support during this activity. You may want to write the words on a board and underline the suffixes.

1. Teacher: Look at each word when I point to it. Some of the words have endings on them, so look at them carefully. 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 remaining 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.

Read Each Part

1. Teacher: To read these big words, you will first read each part. You will read each part and then read the whole word. (If needed, model the first row.)

2. Teacher: Read it. (Point and tap each part and word.)

Students: (Read parts and then the word.)

Repeat Step 2 with remaining row(s).

Corrective Feedback & Scaffolding

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

I: Listen. Read the parts and the word for the students.

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

You: Your turn. Students read independently.

Repeat the row.

Warm-Up				
Sound It Out				
tail	gave	roll	may	hold
Read It				
were	room	family	saw	once

Warm-Up		
Read Each Word		
run	runs	running
play	plays	playing
Read Each Part		
fast est	<u>fastest</u>	fastest
can not	<u>cannot</u>	cannot

Lesson C Book: Read and Discuss

Teacher: Today we are going to read some more of our book. (Review the word list at the front of the book, as needed.) **Let's start reading on page 10.** (Read the title to students.) **I'll read my part. You will read your part.** (Read pages 10-12.)

Corrective Feedback and Scaffolding: Follow the **I, We, You** feedback procedure. (If students correct the error without assistance, have them repeat the correct word and start the sentence again. If students struggle, continue providing feedback and scaffolding.)

Sound It Out Words

I: Listen. Sound out the word for the students and/or provide missed sound.

We: Sound it out with me. Students sound out the word with you and/or repeat sound.

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.

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.

Questions for Pages 10-12

Level 3

Have you ever seen a gemsbok before?

What is your opinion about gemsboks?/What do you think about gemsboks?

What are some things you know about cheetahs?

Do you think you can run faster than a cheetah?

Bobcats stay up at night. Do you know of any other animals that stay up at night?

Level 2

What colors are gemsboks? (black, white, and tan)

What do gemsboks have on their heads? (long horns)

Are cheetahs plain or spotted? (spotted)

Can cheetahs run fast a really long way or a short way? (short)

How did bobcats get their names? (they look like cats)

Are bobcats awake during the day or night? (night)

Level 1

Page 10
Point to the horns.

Page 11
What is this? (a cheetah)
Are cheetahs fast or slow? (fast)

Page 12
Point to a bobcat.
What does a bobcat look like? (a cat)

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: say, old, hold, play

1. Teacher: Today we will say and write words that are spelled with the letters “ol” and the letters “ay.” (Write the patterns where the students can see them.) 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 say. Listen to me say the sounds.

/s/āāā/ (Model saying the word slowly, stretching continuous sounds 2-3 seconds and saying 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. Old. Say the sounds and write the word.

Students: (Say the sounds and write the word.)

Repeat Step 2 with remaining words.

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 the sound and ask the students what letter(s) makes that sound. If needed, provide the letter name(s) and have the students repeat with you (**We**).

You: Your turn. Student writes the letter(s).

Sound It Out

Note: As needed, introduce/review new letter patterns and sounds before this activity.

1. Teacher: You’re going to say the underlined part of a word and then say the word. Listen as I say the underlined part and then the word. (Point to the underlined part of the word on the chart and say the sound. Point to the word and say the word.)

2. Teacher: (Point to the underlined part.) Say the sound. (Point to the word.) Say the word.

Students: (Say the underlined part and then the word.)

Repeat Step 2 with remaining words.

Corrective Feedback & Scaffolding

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

For errors saying sounds:

I: Listen. Say the sound(s).

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

You: Your turn. Students say the sound(s) independently and then say the word.

Repeat the row.

For errors saying words:

I: Listen. Sound out the word for the students. (Point and say the sounds for all of the letter(s) in the word. 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 remaining 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.

Read Each Word

Note: As needed, provide additional support during this activity. You may want to write the words on a board and underline the suffixes.

1. Teacher: Look at each word when I point to it. Some of the words have endings on them, so look at them carefully. 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 remaining 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.

Read Each Part

1. Teacher: To read these big words, you will first read each part. You will read each part and then read the whole word. (If needed, model the first row.)

2. Teacher: Read it. (Point and tap each part and word.)

Students: (Read parts and then the word.)

Repeat Step 2 with remaining row(s).

Corrective Feedback & Scaffolding

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

I: Listen. Read the parts and the word for the students.

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

You: Your turn. Students read independently.

Repeat the row.

Warm-Up

Sound It Out

stay told rain came way

Read It

any ball down more done

Animals Up Close Lesson 11

Warm-Up

Read Each Word

play plays playing

look looks looking

Read Each Part

can not cannot cannot

un til until until

11

Animals Up Close Lesson 11

Lesson D Book: Read and Discuss

Teacher: Today let's start reading on page 13. (Read the title to students.) **I'll read my part. You will read your part.** (Read pages 13-15.)

Corrective Feedback and Scaffolding: Follow the **I, We, You** feedback procedure as usual. Remember to correct errors when they occur and repeat the sentence.

Teacher Tip: Level 3 questions are the most difficult. See page 5 for more information.

Level 3

How are polar bears similar or different from other bears you have seen or know about?

Do you know of any other animals that like to play with balls? Tell me about it/them.

What things are the same/different between the Giant Anteater and Lesser Anteater?

Level 2

What color are polar bears? (look white, skin is black)

What does the polar bear like to do? (play with the ball)

Do polar bears like it to be hot or cold? (cold)

What do anteaters eat? (ants)

Most of the time, do boy or girl deers have antlers? (boys)

Say one fact you learned about deer. (various)

Level 1

Page 13

Point to a polar bear.

What color is the ball? (orange or red)

Page 14

Point to the biggest anteater.

Point to the baby (on the mom's back).

Page 15

Point to the dad deer. Point to antlers.

Learning Game



As usual, Scavenger Hunt is the recommended Learning Game for Lesson D. Substitute other games or add your own clues 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 in the *Implementation and Assessment Guide*, as it lists activities and objectives.

If you prefer, you may also choose to move on to the lesson for Lesson F 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.

Lesson F Warm-Up

Say and Write: time, rain, smile, tail

1. Teacher: Today we will say and write words that are spelled with the letters “i_e” and the letters “ai.” (Write the patterns where the students can see them.) 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 *time*. Listen to me say the sounds.

/t/iii/mmm/ (Model saying the word slowly, stretching continuous sounds 2-3 seconds and saying 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. *Rain*. Say the sounds and write the word.

Students: (Say the sounds and write the word.)

Repeat Step 2 with remaining words.

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 the sound and ask the students what letter(s) makes that sound. If needed, provide the letter name(s) and have the students repeat with you (**We**).

You: Your turn. Student writes the letter(s).

Sound It Out

Note: As needed, introduce/review new letter patterns and sounds before this activity.

1. Teacher: You're going to say the underlined part of a word and then say the word. Listen as I say the underlined part and then the word. (Point to the underlined part of the word on the chart and say the sound. Point to the word and say the word.)

2. Teacher: (Point to the underlined part.) Say the sound. (Point to the word.) Say the word.

Students: (Say the underlined part and then the word.)

Repeat Step 2 with remaining words.

Corrective Feedback & Scaffolding

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

For errors saying sounds:

I: Listen. Say the sound(s).

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

You: Your turn. Students say the sound(s) independently and then say the word.

Repeat the row.

For errors saying words:

I: Listen. Sound out the word for the students. (Point and say the sounds for all of the letter(s) in the word. 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 remaining 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.

Read Each Word

Note: As needed, provide additional support during this activity. You may want to write the words on a board and underline the suffixes.

1. Teacher: Look at each word when I point to it. Some of the words have endings on them, so look at them carefully. 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 remaining 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.

Read Each Part

1. Teacher: To read these big words, you will first read each part. You will read each part and then read the whole word. (If needed, model the first row.)

2. Teacher: **Read it.** (Point and tap each part and word.)

Students: (Read parts and then the word.)

Repeat Step 2 with remaining row(s).

Corrective Feedback & Scaffolding

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

I: Listen. Read the parts and the word for the students.

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

You: Your turn. Students read independently.

Repeat the row.

Warm-Up

Sound It Out

may rain told smile say

Read It

done family more warm been

Animals Up Close Lesson 1

Warm-Up

Read Each Word

play plays playing
hold holds holding

Read Each Part

puf fins puffins puffins
os trich ostrich ostrich

Animals Up Close Lesson 2

Lesson F Book: Predict, Read, and Discuss

Teacher: Today we are going to read some more of our book. First, let's think about our predictions. (Briefly discuss previous predictions, commenting on whether or not they have happened, and making new predictions, if needed. Then, if needed, review the word list at the front of the book.) Let's start reading on page 16. (Read the title to students.) I'll read my part. You will read your part. (Read pages 16-19.)

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

(If students correct the error without assistance, have them repeat the correct word and start the sentence again. If students struggle, continue providing feedback and scaffolding.)

Sound It Out Words

I: Listen. Sound out the word for the students and/or provide missed sound.

We: Sound it out with me. Students sound out the word with you and/or repeat sound.

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.

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.

Questions for Pages 16-19

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

Level 3

Have you ever seen some animals up close?

Are there any animals you would like to see up close?

Have you ever read any other books about animals?

Level 2

Birds hatch from ____. (eggs)

Do boys or girls lay eggs? (girls)

Tell me a fact about pink flamingos.

Boy ducks are called ____. (drakes)

Girl ducks are called ____. (hens)

What do ducks eat? (plants, little fish, insects)

Level 1

Page 17

What are these? (birds)

Are they all the same or different? (different)

Page 18

What are these? (pink flamingos, birds)

Page 19

What are these? (ducks)

What color are the ducks? (white, brown, gray, orange bills and feet)

Learning Game



Writing Super Sentences is the recommended Learning Game for Lesson F. Writing needs to happen regularly, so we do not recommend substituting another activity for this one.

Lesson G Warm-Up

Say and Write: had, cold, hold, ran

1. Teacher: Today we will say and write words that are spelled with the letters “ol” and the letter “a.” (Write the patterns where the students can see them.) 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 *had*. Listen to me say the sounds.

/h/aaa/d/ (Model saying the word slowly, stretching continuous sounds 2-3 seconds and saying 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. *Cold*. Say the sounds and write the word.

Students: (Say the sounds and write the word.)

Repeat Step 2 with remaining words.

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 the sound and ask the students what letter(s) makes that sound. If needed, provide the letter name(s) and have the students repeat with you (**We**).

You: Your turn. Student writes the letter(s).

Sound It Out

Note: As needed, introduce/review new letter patterns and sounds before this activity.

1. Teacher: You’re going to say the underlined part of a word and then say the word. Listen as I say the underlined part and then the word. (Point to the underlined part of the word on the chart and say the sound. Point to the word and say the word.)

2. Teacher: (Point to the underlined part.) Say the sound. (Point to the word.) Say the word.

Students: (Say the underlined part and then the word.)

Repeat Step 2 with remaining words.

Corrective Feedback & Scaffolding

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

For errors saying sounds:

I: Listen. Say the sound(s).

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

You: Your turn. Students say the sound(s) independently and then say the word.

Repeat the row.

For errors saying words:

I: Listen. Sound out the word for the students. (Point and say the sounds for all of the letter(s) in the word. 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 remaining 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.

Read Each Word

Note: As needed, provide additional support during this activity. You may want to write the words on a board and underline the suffixes.

1. Teacher: Look at each word when I point to it. Some of the words have endings on them, so look at them carefully. 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 remaining 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.

Read Each Part

1. Teacher: To read these big words, you will first read each part. You will read each part and then read the whole word. (If needed, model the first row.)

2. Teacher: **Read it.** (Point and tap each part and word.)

Students: (Read parts and then the word.)

Repeat Step 2 with remaining row(s).

Corrective Feedback & Scaffolding

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

I: Listen. Read the parts and the word for the students.

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

You: Your turn. Students read independently.

Repeat the row.

Warm-Up

Sound It Out

nine plain day cold old

Read It

other room saw young any

Animals Up Close/Lesson 10

Warm-Up

Read Each Word

eat eats eating
peck pecks pecking

Read Each Part

puf fin puffin puffin
os trich ostrich ostrich

Animals Up Close/Lesson 10

Lesson G Book: Read and Discuss

Teacher: Today we are going to read some more of our book. (Review the word list at the front of the book, as needed.) **Let's start reading on page 20.** (Read the title to students.) **I'll read my part. You will read your part.** (Read pages 20-22.)

Corrective Feedback and Scaffolding: Follow the **I, We, You** feedback procedure. (If students correct the error without assistance, have them repeat the correct word and start the sentence again. If students struggle, continue providing feedback and scaffolding.)

Sound It Out Words

I: Listen. Sound out the word for the students and/or provide missed sound.

We: Sound it out with me. Students sound out the word with you and/or repeat sound.

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.

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.

Questions for Pages 20-22

Level 3

Do puffins remind you of any other bird? (penguin, or various)

How are puffins similar to other birds?

How is the way pelicans catch fish different from the way other birds get food? (they dive down and stun fish)

Would you want to feed an ostrich? Why or why not?

What is special about an ostrich?

Level 2

Puffins eat little _____. (fish)

Do boy or girl puffins sit on the nests? (both)

What color are pelicans? (white)

Tell me a fact about an ostrich.

Is this ostrich a boy or girl? (girl)

Level 1

Page 20

Point to the puffin.

What color is the puffin? (black and white)

Page 21

Point to the pelican.

Page 22

Point to the ostrich.

What color are the ostrich's feathers? (brown)

Learning Game



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

Lesson H Warm-Up

Say and Write: made, stop, not, same

1. Teacher: Today we will say and write words that are spelled with the letters “a_e” and the letter “o.” (Write the patterns where the students can see them.) 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 *made*. Listen to me say the sounds.

/m/aaa/d/ (Model saying the word slowly, stretching continuous sounds 2-3 seconds and saying 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. Stop. Say the sounds and write the word.

Students: (Say the sounds and write the word.)

Repeat Step 2 with remaining words.

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 the sound and ask the students what letter(s) makes that sound. If needed, provide the letter name(s) and have the students repeat with you (**We**).

You: Your turn. Student writes the letter(s).

Sound It Out

Note: As needed, introduce/review new letter patterns and sounds before this activity.

1. Teacher: You're going to say the underlined part of a word and then say the word. Listen as I say the underlined part and then the word. (Point to the underlined part of the word on the chart and say the sound. Point to the word and say the word.)

2. Teacher: (Point to the underlined part.) Say the sound. (Point to the word.) Say the word.

Students: (Say the underlined part and then the word.)

Repeat Step 2 with remaining words.

Corrective Feedback & Scaffolding

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

For errors saying sounds:

I: Listen. Say the sound(s).

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

You: Your turn. Students say the sound(s) independently and then say the word.

Repeat the row.

For errors saying words:

I: Listen. Sound out the word for the students. (Point and say the sounds for all of the letter(s) in the word. 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 remaining 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.

Read Each Word

Note: As needed, provide additional support during this activity. You may want to write the words on a board and underline the suffixes.

1. Teacher: Look at each word when I point to it. Some of the words have endings on them, so look at them carefully. 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 remaining 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.

Read Each Part

1. Teacher: To read these big words, you will first read each part. You will read each part and then read the whole word. (If needed, model the first row.)

2. Teacher: Read it. (Point and tap each part and word.)

Students: (Read parts and then the word.)

Repeat Step 2 with remaining row(s).

Corrective Feedback & Scaffolding

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

I: Listen. Read the parts and the word for the students.

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

You: Your turn. Students read independently.

Repeat the row.

Warm-Up

Sound It Out

play roll way hold side

Read It

both most push once most

Animals Up Close Lesson 11

Warm-Up

Read Each Word

peck pecks pecking
rain rains raining

Read Each Part

can not cannot cannot
tall est tallest tallest

Animals Up Close Lesson 11

Lesson H Book: Read and Discuss

Teacher: Today we are going to read some more of our book. (Review the word list at the front of the book, as needed.) **Let's start reading on page 23.** (Read the title to students.) **I'll read my part. You will read your part.** (Read pages 23-27.)

Corrective Feedback and Scaffolding: Follow the **I, We, You** feedback procedure. (If students correct the error without assistance, have them repeat the correct word and start the sentence again. If students struggle, continue providing feedback and scaffolding.)

Sound It Out Words

I: Listen. Sound out the word for the students and/or provide missed sound.

We: Sound it out with me. Students sound out the word with you and/or repeat sound.

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.

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.

Questions for Pages 23-27

Level 3

Where have you seen some fish?

Do you think it would be fun to feed fish? Why or why not?

Do you think it would be fun to have a fish at home? Why or why not?

If you could have a fish tank, where would you put it and what would you put in it?

Level 2

Fish have gills and _____. (scales)

What colors are fish? (many colors, some with stripes or spots)

Can fish be pets? (yes)

Level 1

What is this chapter about? (fish)

Point to your favorite fish in this chapter.

Where do fish live? (in water)

Learning Game



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

Lesson 1 Warm-Up

Say and Write: home, stay, way, hope

1. Teacher: Today we will say and write words that are spelled with the letters “o_e” and the letters “ay.” (Write the patterns where the students can see them.) 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 *home*. Listen to me say the sounds.

/h/ooo/mmm/ (Model saying the word slowly, stretching continuous sounds 2-3 seconds and saying 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. Stay. Say the sounds and write the word.

Students: (Say the sounds and write the word.)

Repeat Step 2 with remaining words.

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 the sound and ask the students what letter(s) makes that sound. If needed, provide the letter name(s) and have the students repeat with you (**We**).

You: Your turn. Student writes the letter(s).

Sound It Out

Note: As needed, introduce/review new letter patterns and sounds before this activity.

1. Teacher: You're going to say the underlined part of a word and then say the word. Listen as I say the underlined part and then the word. (Point to the underlined part of the word on the chart and say the sound. Point to the word and say the word.)

2. Teacher: (Point to the underlined part.) Say the sound. (Point to the word.) Say the word.

Students: (Say the underlined part and then the word.)

Repeat Step 2 with remaining words.

Corrective Feedback & Scaffolding

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

For errors saying sounds:

I: Listen. Say the sound(s).

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

You: Your turn. Students say the sound(s) independently and then say the word.

Repeat the row.

For errors saying words:

I: Listen. Sound out the word for the students. (Point and say the sounds for all of the letter(s) in the word. 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 remaining 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.

Read Each Word

Note: As needed, provide additional support during this activity. You may want to write the words on a board and underline the suffixes.

1. Teacher: Look at each word when I point to it. Some of the words have endings on them, so look at them carefully. 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 remaining 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.

Read Each Part

1. Teacher: To read these big words, you will first read each part. You will read each part and then read the whole word. (If needed, model the first row.)

2. Teacher: Read it. (Point and tap each part and word.)

Students: (Read parts and then the word.)

Repeat Step 2 with remaining row(s).

Corrective Feedback & Scaffolding

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

I: Listen. Read the parts and the word for the students.

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

You: Your turn. Students read independently.

Repeat the row.

Warm-Up

Sound It Out

roll told time rain may

Read It

their boy girl both about

Warm-Up

Read Each Word

like likes liked

look looks looking

Read Each Part

can not cannot cannot

fast est fastest fastest

Lesson I Story: Read and Review

Complete the graphic organizer. Discuss the parts of the book, rereading important parts of the book.

*If desired, make a copy of the graphic organizer and write down student responses or assist students in writing responses.

Main Idea Write who or what the story is mostly about.	Detail Write one detail.
	Detail Write one detail.
	Detail Write one detail.

Learning Game



Scavenger Hunt is the recommended Learning Game for Lesson I. Substitute other games or add your own clues to provide extra reinforcement of specific skills.

Lesson J Reinforcement and Assessment

Select games/activities for today that address these skills and use this day to practice those skills.

If you prefer, you may also choose to move on to the next book instead of using Lesson J 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. 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. All skills are reviewed in upcoming lessons and gradually increase in difficulty.