

Walkthrough: Student Book Lesson

Students practice reading words in isolation and then work their way up to reading words in meaningful, connected text. Use Student Lessons together with the Teacher's Guide Routines.

A. Letter/Sound Associations

Students map sounds to letters in isolation. This prepares students to map letters to sounds in an entire word.

B. New Words

Reading individual words builds on what students have learned about phonemic awareness and letter/sound associations.

- Students say the sound for the underlined letter(s) first, then decode the whole word.
- The last rows provide practice without this scaffolding.
- Words chosen include review of previously learned skills.

Irregular Words

In some lessons, an **Irregular Word** is presented under the list of New Words that is a high-frequency word whose letters do not represent the expected sound. Students practice recognizing these exceptions and applying a partial decoding strategy to letters that have regular sound-spellings.

C. Word Families

Repeated reading of words with common spelling patterns helps students learn to recognize these patterns automatically.

- Students read the bold word in each column (***baw**l, **law**, **cool***).
- Then students read as many words as possible in one column at a time, with a partner timing them for 10 seconds.
- Students then practice reading each column of words.
- Students are timed again to read as many words as possible in 10 seconds.
- Words chosen include target skill and review words.

UNIT 2

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OBJECTIVES:

- to read and spell words containing *aw* and *au*
- to read and spell words with prefixes *re-* and *pre-* and suffixes *-ness* and *-less*

Say Sounds

A. Letter/Sound Associations Look at the letters. Say the sounds.

1. aw	ay	au	oo
2. ee	aw	ai	ow
3. oo	oa	igh	au
4. ea	aw	e	ay

Read Words

B. New Words Say the sound. Sound out the word. Read the word.

1. <u>l</u> aw	ch <u>oo</u> se	p <u>au</u> se
2. <u>l</u> awn	th <u>a</u> w	sp <u>ra</u> wl
3. sprain	jaw	jar
4. paw	throw	launch

Irregular Word: laugh

C. Word Families Read down. Read rapidly.

baw shawl crawl brawl sprawl	law jaw paw thaw draw	cool fool pool stool spool
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10 Second Challenge

Cold Timing ___ words read

Practice ___ words read

Hot Timing ___ words read

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Student Engagement

10 Second Challenge activities, *My Points* boxes, and end-of-lesson progress boxes allow students to monitor their progress.

D. Multisyllabic Challenge Words

The scope and sequence includes instruction in multisyllabic words from the first lesson. Students read multisyllabic words by reading each individual syllable first then reading the whole word.

- Some words have the target phonics skill (*launder*).
- Some words also have review skills.
- Some words are connected to the decodable text.

Lesson 6

D. Multisyllabic Challenge Words Sound out the syllables. Read the whole word.

1. launder sawmill jigsaw causes seesaw
2. haunted awesome automatic misinterpret astronaut

E. Prefixes and Suffixes Say the word. Then say the prefix or suffix.

PREFIXES	SUFFIXES
1. <u>return</u> <u>preheat</u>	<u>madness</u> <u>helpless</u>
2. <u>un-</u> <u>dis-</u> <u>re-</u> <u>pre-</u>	<u>-able</u> <u>-ful</u> <u>-ness</u> <u>-less</u>

Expert Tip: The suffix *-ness* creates the noun form in these words:
kind → kindness, smooth → smoothness, bright → brightness.

F. Words with Prefixes and Suffixes Say the underlined affix. Read the whole word.

1. reshape predict unpack disgust
2. endless smoothness bucketful doable
3. recording unteachable presentable refillable

G. High-Frequency Words Say. Spell. Read.

1. other another mother brother would could should
2. from some
3. what how good through also

Read Sentences

H. Sentences Read the sentences with phrasing.

1. My mother went to law school.
2. Would you like to see the rocket launch that has been planned?
3. My pup sprained its paw jumping from the porch.
4. About how long will it take for the other meat to thaw?
5. I will pause the film right before the good part to get another snack.

Spell Words

I. Spelling Journal Turn to the Spelling Journal on page 240.

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I. Spelling Journal

Students spell single-syllable and multisyllabic words, both of which have the target skill(s).

- Students write a dictated word.
- Students check the spelling of their word against the correct spelling and correct their word as needed.
- Students then write the word again correctly for practice.
- They repeat this process for all words.
- Then students write a dictated sentence.

Multimodal Instruction

Throughout the program, students use multiple modalities to respond: They see, hear, say, write, and gesture.

Here, students trace the "scoops" to break the word into decodable parts.

E. Prefixes and Suffixes

Identifying prefixes and suffixes added to base words helps students recognize patterns and starts to build skills they will need to read multisyllabic words.

- Students read the word (*return*), then identify the underlined affix (*re*).
- Students also read a series of affixes in isolation.

Making Meaning

Vocabulary Support

Integrate vocabulary support while learning prefixes and suffixes. An affix meaning is provided along with examples showing how the affix alters the meaning of the base word.

F. Words with Prefixes and Suffixes

Students read multisyllabic words containing affixes in three categories.

- Students read words with prefixes.
- Then students read words with suffixes.
- Finally, students read words that contain a prefix and a suffix. Some words may contain two suffixes, both of which are noted.

G. High-Frequency Words

Students read high-frequency words with regular and irregular spellings using three keys:

1. reading rhyming words
2. using partial decoding
3. practicing the spelling with Say-Spell-Read.

Previously taught words are also reviewed in each lesson.

H. Sentences

Students move from word-level fluency practice to sentence-level fluency practice in preparation for reading longer text. Students build prosody and read sentences naturally to practice reading as skilled readers do.

Walkthrough: Student Book (cont.)

J. Decodable Text

Students apply their developing decoding skills and knowledge of high-frequency words to read each text.

- Each text is 100% readable through a combination of decodable words and high-frequency words.
- If a non-decodable word must be included, it is bold and previewed for students prior to reading.
- Students read the text several times in a lesson through repeated readings.

■ Making Meaning

Narrative and Informative Texts

Students read a decodable text in every lesson to practice applying the decoding skills they are building.

- There is a balance of narrative and informative text.
- The inclusion of more informative text mirrors the balance of text types students will encounter in grade-level text.
- Text topics are respectful of older students' interests and include engaging characters, details, and images.

Parts 1-3

Each text is divided into three parts, to make reading longer texts more manageable. Each part is introduced by a Teacher Reads feature.

Word Counts for Fluency Practice

Word counts are listed to the left of the text to allow for easy calculation of words read.

Read Text

- J. **Decodable Informative Text** Read each part. Answer your teacher's questions and select the picture that goes with each part.

Off to the Moon

Part 1

Teacher Reads Long ago, people knew very few facts about the moon. That changed in 1969, when a rocket helped launch a spacecraft carrying three astronauts to the moon.

People have shown interest in the moon for a long time.

- 11 Some have made up **stories** about the moon. In the past,
22 some people said they saw the **face** of a man in the moon.
35 Others would tell the tale of a rabbit on the moon. Still
47 others would joke that the moon is made of cheese!
57 Today there are many facts people have about the moon
67 that they did not have in the past. The moon has no light
80 of its own. The light we see comes from the sun. The moon
93 reflects back the sun's light. That light makes the moon seem
104 to shine bright. There is no wind, rain, or snow on the moon.

Part 2

Teacher Reads The moon, which orbits (goes around) Earth, is thousands of miles from Earth. It took a powerful rocket to get the spacecraft carrying astronauts Neil Armstrong, Michael Collins, and Edwin "Buzz" Aldrin to the moon.

- 117 In 1969, three astronauts went to the moon in a
127 **spacecraft** called *Apollo 11*. *Apollo 11* needed help to get to
138 the moon. Some of the help came from a *Saturn* rocket. Its
150 one job was to help *Apollo 11* and the three men reach the
163 moon. The *Saturn* rocket helped launch *Apollo 11*.

171 A big tractor called a “crawler” hauled *Apollo 11* and the
 182 *Saturn* rocket to the launch pad. Soon they blasted off. After
 193 a short time passed, a part of the *Saturn* rocket came off.
 205 That part of the *Saturn* rocket did not go to the moon with
 218 *Apollo 11*. This was the first step in the plan to get *Apollo 11*
 232 to the moon. Then another part of the *Saturn* rocket blasted
 243 off and sent *Apollo 11* speeding to the moon. *Apollo 11* had
 255 to get close to the moon and into the moon’s orbit.

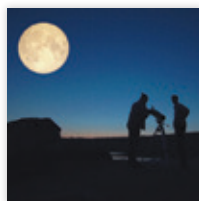
Part 3

Teacher Reads History was about to be made. The astronauts were in the part of *Apollo 11* called the command module. To get on the surface of the moon, they needed to use a different part of *Apollo 11* called the lunar module, a small craft that would separate from *Apollo 11*.

266 When the three astronauts got close to the moon, part
 276 of *Apollo 11* stayed in orbit with one astronaut inside. The
 287 other astronauts got into another craft. They landed this
 296 craft on the moon. They were amazed by what they saw,
 307 but they had jobs to do, such as finding some rocks to take
 320 home and taking many snapshots of the moon. When they
 330 lifted off from the moon, they needed to make the load
 341 lighter. They had to leave some things on the moon, such as
 353 backpacks and boots. Then they went back to the other part
 364 of *Apollo 11* still in orbit.

370 *Apollo 11* left the moon’s orbit and started the long
 380 trip home. All went well on the return trip, and *Apollo 11*
 392 splashed down in the water as planned.

399 This trip in 1969 was the first time that people landed
 410 on the moon. It was the start of a thrilling time for trips
 423 to space! **Learn More**
 425



Part 1



Part 2



Part 3

■ Making Meaning Teacher Reads

Students follow along as the teacher reads aloud the Teacher Reads. Then students read the decodable text.

- **Teacher Reads** are not decodable.
- **Teacher Reads** builds background knowledge and introduces vocabulary, which supports students in comprehending the decodable text that they will read.
- **Teacher Reads** helps students recognize the connections between each of the three parts, which helps build a more cohesive reading experience.

■ Making Meaning Comprehension Support

- Each text includes one image related to each text part. After reading the text, students will label each image to match the text part it represents.
- Students answer both oral and written comprehension questions.

■ Making Meaning Build Knowledge

In some texts, a **Learn More** icon at the end of the text indicates there is additional information the teacher will share with students. Learn More information extends students’ comprehension of the text and adds to their background knowledge.

■ Making Meaning

K. Text Comprehension

Students write answers to comprehension questions after reading each text.

- During the text routine, the teacher asked students oral comprehension questions, using support in the Teacher’s Guide.
- Here, the written questions are decodable and mirror the oral comprehension questions.
- Questions are broken into sections by part to scaffold students as they work to locate answers in the text.

Independent Practice

K. Text Comprehension Read each question. Think of the answer or look back at the text. Fill in the blank. Be sure the sentence makes sense.

► Part 1

1. **WHAT** stories did people make up about the moon in the past? **Answers will vary:**
People made up stories about a man in the moon; a rabbit on the moon; the moon being made of cheese.
2. **WHAT** is one fact about the moon that people understand today?
One fact about the moon is Answers will vary: the moon has no light of its own; the moon reflects the sun’s light; there is no wind, rain, or snow on the moon.

► Part 2

3. **WHAT** important event happened in 1969? **three astronauts went to**
In 1969, the moon in a spacecraft called Apollo 11.
4. **WHAT** was the job of the “crawler”? **haul Apollo 11 and the Saturn**
The job of the “crawler” was to rocket to the launch pad.
5. **WHAT** happened to the parts of the *Saturn* rocket? **came off after they**
The parts of the *Saturn* rocket helped launch Apollo 11.

► Part 3

6. **WHAT** happened when the astronauts got close to the moon?
When they got close, Answers will vary: one stayed in orbit in part of Apollo 11; two got in another craft to land on the moon.
7. **WHAT** work did the astronauts have to do on the moon?
On the moon, the astronauts had to Answers will vary: find rocks to take home; take many snapshots of the moon.
8. **WHY** was the trip to the moon important? **Answers will vary: it was the**
The trip was important because first time people landed on the moon; it was the start of a thrilling time for trips to space.

My Points _____

