

Lesson
28
OBJECTIVES:

- to read and spell words containing **ow**
- to read and spell words with suffix **-al**

Say Sounds

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

	ow		
	snow	down	
1. ow	or	ar	qu
2. tch	oi	ph	ow
3. ow	kn	oy	ow
4. ou	ow	oa	ew

Read Words

B. New Words Say the sound. Say the word. If it isn't a real word, try the other sound.

1. <u>ow</u> l	bl <u>ow</u> n	g <u>ow</u> ns
2. fl <u>ow</u> n	pl <u>ow</u>	cr <u>ow</u> d
3. howl	show	snow
4. down	towns	flow

C. Word Families Read down. Read rapidly.

how	owl	low
cow	fowl	slow
now	howl	flow
chow	growl	crow
plow	prowl	grow

**10 Second Challenge**

Cold Timing	_____ words read
Practice	_____ words read
Hot Timing	_____ words read

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

1. showtime grownup owner chowder
2. downtown crowbar sundown somehow

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

PREFIXES	SUFFIXES
1.	final <u>l</u>
2. a- pro- con- de-	-ish -ness -ous -le

Expert Tip: The suffix *-al* creates the noun form in these words:
deny → denial, survive → survival, arrive → arrival.

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

1. adore proclaim condense demote exchange behave
2. normall furnishsh frankness generous gentle numeral
3. finall ly conversation natural ly punishment

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

1. some something somehow sometime somewhere
2. though woman any thought enough were hour work

Read Sentences

H. Sentences Read the sentences with phrasing.

1. They need three gowns for the show that starts in an hour.
2. Sang Min thought he saw his friend in the crowd.
3. Two large owls flew by the house sometime after sundown.
4. My friend and I were sure to get downtown in time for the concert, though we rushed.
5. “Let’s meet somewhere and have clam chowder,” Candis said after work.

Spell Words

I. Spelling Journal Turn to the Spelling Journal on page 248.

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

Lots of Talent

Part 1

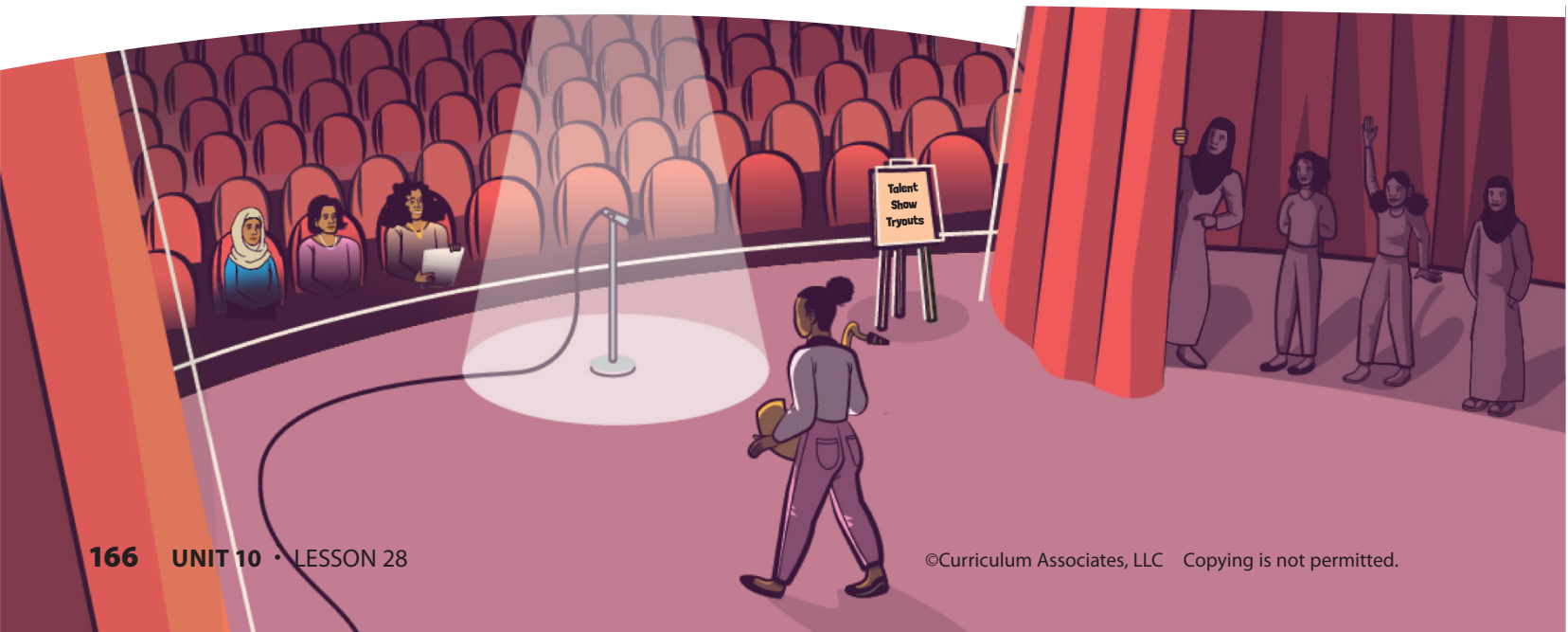
Teacher Reads A talent show is an opportunity for people to show off their special skills, such as singing a song, dancing, or playing an instrument. Talent shows may be put on to raise money for a good cause. Let's read about one talent show.

“This talent show is way more work than I thought it would be,” Jasmin said to Maryam with a frown. “I thought all I'd have to do is judge the acts on stage and proclaim the winner. But I have been holding tryouts all week and there are still more to come.”

“Hold on, hold on,” said Maryam, trying to speak up.

Jasmin kept going. “I also have to talk Ms. Fatima into printing the tickets for a low price. And I need to find someone to work the lights. I could really use your assistance, Maryam.”

“I don't know exactly what I can do, Jasmin,” Maryam said, “but I will help any way I can. Ms. Fatima owns Comics Plus, that store downtown on Page Street, right? I can go down there after school. Maybe I can convince her to print the tickets at a discount. After all, it is for a good cause.”



Part 2

Teacher Reads The talent show will raise money for the school art club, which is a good cause. When events are held for a good cause, donors may help out by providing things that are needed. Read on to find out if Ms. Fatima will become a donor for the talent show.

155 At Jasmin's house later, Maryam said, "Well, the ticket
164 problem is solved. At first, Ms. Fatima said she would give
175 us a discount, but I explained that the talent show will raise
187 funds for the school art club. Then she agreed to print
198 the tickets for free! Somehow, I think it had something to
209 do with the fact that her uncle is the art teacher," she said,
222 grinning. "Anyway, what's next on the list?"

229 Jasmin found her list and checked it. "We still need
239 someone to sell tickets, someone to show people to their
249 seats, someone to work the lights, and a clean-up crew for
261 after the show. Those are the main tasks," she said.

271 "Let's talk to some friends at school," Maryam said.
280 "Between the two of us, we should be able to find people for
293 all those jobs."



Part _____



Part _____

Part 3

Teacher Reads Jasmin and Maryam are working hard on the talent show. Read on to find out if things are getting done on schedule.

296 The talent show was just a few days away. Jasmin had to
308 choose the final lineup of acts. She told Maryam, "There are
319 too many dance teams and skits about school. There must
329 be someone out there who can do stand-up jokes or sing
341 or something."

343 Then Jasmin asked Maryam how the ticket sales
351 were going.

353 "It seems a little slow," Maryam said. "But it's hard to tell.
365 I think most people are waiting to get their tickets on the
377 night of the show. You just keep working on the show itself.
389 I'm sure we will have a big crowd."
397



Part _____

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. **WHO** are the people in this story?

The people in this story are _____.

2. **WHAT** is Jasmin's problem?

Jasmin's problem is _____
_____.

► Part 2

3. **WHAT** is the setting in this part of the story?

The setting is _____.

4. **WHEN** was the problem of getting tickets printed solved?

The problem of getting tickets printed was solved when _____
_____.

5. **WHAT** is one task Jasmin needed someone to do?

Jasmin needed someone to _____
_____.

► Part 3

6. **WHAT** did Jasmin need to do with the talent show just a few days away?

Jasmin needed to _____.

7. **WHAT** did Maryam say about the ticket sales?

Maryam said the ticket sales seemed _____.

8. **WHAT** did Maryam tell Jasmin that showed she was sure the talent show would go well?

Maryam told Jasmin to _____.

My Points _____



L. More Practice • Activity 1 Read each story. Underline all the endings that make sense.

- | | |
|--|--|
| <p>1. At the basketball game, the crowd got excited.
The crowd got excited when _____.</p> | <p>a. the home team scored quickly
b. each player got time in the game
c. a plow came through the town</p> |
| <p>2. On Saturday, people gathered downtown.
They gathered downtown to _____.</p> | <p>a. run a long race along the river
b. spend an extra hour sleeping
c. join a parade</p> |
| <p>3. The clowns at the festival do many funny things.
Sometimes the clowns _____.</p> | <p>a. show the crowd tricks
b. read the pages of a newspaper
c. dance and prance around the festival</p> |

M. More Practice • Activity 2 Read each list. Cross out the word or word pair that does not belong in each list.

- | | | |
|---|--|---|
| <p>1. screwdriver
crowbar
chowder
hammer</p> | <p>4. downtown
gentleman
jeweler
salesperson</p> | <p>7. reptile
exchange
insect
mammal</p> |
| <p>2. grown-up
somehow
teenager
preschooler</p> | <p>5. chowder
gingersnaps
cabbage
woman</p> | <p>8. spacecraft
rocket
showtime
launch pad</p> |
| <p>3. sundown
morning
sunup
powder</p> | <p>6. giraffe
raccoon
numeral
dolphin</p> | <p>9. tractor
capital
seaplane
sailboat</p> |

My Points _____

Lesson completed



LESSON
28

OBJECTIVES:

- to read and spell words containing **ow**
- to read and spell words with suffix **-al**

Say Sounds

A. LETTER/SOUND ASSOCIATIONS

	ow		
	snow	down	
1. ow	or	ar	qu
2. tch	oi	ph	ow
3. ow	kn	oy	ow
4. ou	ow	oa	ew

p 164

1. Open your book to Lesson 28, page 164.
2. Find Activity A. You are going to learn two sounds for the letters **o-w**.
3. The sound of the letters **o-w** is usually /**ooo**/ as in **snow**. What sound? /**ooo**/
4. If you sound out a word using the sound /**ooo**/ and the word doesn't sound like a real word, try /**ou**/ as in **down**. What sound? /**ou**/
5. Let's review. What sound for **o-w** would you try first? /**ooo**/ What sound would you try next? /**ou**/
6. Whenever we come to letters in bold, we will say both sounds, /**ooo**/ and /**ou**/.
7. Touch under the first letters in Line 1. *Pause.* What sound would you try first? /**ooo**/ What sound would you try next? /**ou**/
Next sound? /**or**/
Next sound? /**ar**/
Next sound? /**qu**/
8. Touch under the first letters in Line 2. What sound? /**ch**/
Next sound? /**oi**/
Next sound? /**ff**/
Next. What sound would you try first? /**ooo**/ What sound would you try next? /**ou**/
9. Repeat Step 8 with the letters in Lines 3 and 4. Whenever you come to letters in bold, say: What sound would you try first? What sound would you try next?

MONITOR AND ADJUST

- **Correction** If students make an error, say the sound and have them repeat it. Then begin the line again.
- **Firm up** Call on individuals to say the sounds in a line.

ENGLISH LEARNER SUPPORT

- The letters **o-w** do not represent the sound /**ou**/ in Spanish. Students may say the sound /**ooo**/ for **o-u**. Have students say the sounds in Lines 1 and 2 again.

Read Words

B. NEW WORDS

- | | | |
|----------|-------|-------|
| 1. owl | blown | gowns |
| 2. flown | plow | crowd |
| 3. howl | show | snow |
| 4. down | towns | flow |

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- Find Activity B. *Pause*.
- Let's review. The sound of the letters **o-w** is usually /oo/ as in **snow**. What sound? /oo/
- If the word doesn't sound right with /oo/, try /ou/ as in **down**. What sound? /ou/
- Touch under the first word in Line 1. *Pause*. What sound do you try first for the letters **o-w**? /oo/
- Sound out the word using /oo/ *Pause*. What word? /oo/lll/ Is /oo/lll/ a real word? **no**
- What sound would you try next? /ou/
- Sound out the word using /ou/ *Pause*. What word? **owl** Is **owl** a real word? **yes**
- Touch under the next word in Line 1. *Pause*. What sound do you try first for the letters **o-w**? /oo/
- Sound out the word using /oo/ *Pause*. What word? **blown** Is **blown** a real word? **yes**
- Touch under the last word in Line 1. *Pause*. What sound do you try first for the letters **o-w**? /oo/
- Sound out the word using /oo/ *Pause*. What word? /g/oo/nnn/ss/ Is /g/oo/nnn/ss/ a real word? **no**
- What sound would you try next? /ou/
- Sound out the word using /ou/ *Pause*. What word? **gowns** Is **gowns** a real word? **yes**
- Touch under the first word in Line 2. *Pause*. What sound do you try first for the letters **o-w**? /oo/
- Sound out the word using /oo/ *Pause*. What word? **flown** Is **flown** a real word? **yes**
- Touch under the next word in Line 2. *Pause*. What sound do you try first for the letters **o-w**? /oo/
- Sound out the word using /oo/ *Pause*. What word? /p/lll/oo/ Is /p/lll/oo/ a real word? **no**
- What sound would you try next? /ou/
- Sound out the word using /ou/ *Pause*. What word? **plow** Is **plow** a real word? **yes**
- Touch under the last word in Line 2. *Pause*. What sound do you try first for the letters **o-w**? /oo/

- Sound out the word using /oo/ *Pause*. What word? /k/rrr/oo/d/ Is /k/rrr/oo/d/ a real word? Yes, but that word is spelled differently, **c-r-o-w-e-d**.
- What sound would you try next? /ou/
- Sound out the word using /ou/ *Pause*. What word? **crowd** Is **crowd** a real word? **yes**

Gradual Release

- Touch under the first word in Line 3. *Pause*. Read the word to yourself. First try /oo/ *Pause*. If it is not a real word, try /ou/ *Pause*. Put your thumb up when you can read the word. *Wait until all thumbs are up*. What word? **howl**
- Sound out the next word in Line 3. Put your thumb up when you can read the word. Be sure it is a real word. *Wait until all thumbs are up*. What word? **show**
- Sound out the last word in Line 3. Put your thumb up when you can read the word. Be sure it is a real word. *Wait until all thumbs are up*. What word? **snow**
- Repeat Step 26 with the words in Line 4: **down**, **towns**, **flow**.

MONITOR AND ADJUST

- Correction** If students make an error on any of the questions, tell them the correct answer and have them repeat it.
If students mispronounce the vowel sound within the word, tell them to use the other sound for **o-w**.
- Firm up** Call on individuals to read a line.

Read Words (cont.)

C. WORD FAMILIES

how	owl	low
cow	fowl	slow
now	howl	flow
chow	growl	crow
plow	prowl	grow

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PREPARATION Obtain a stopwatch or other timing device that measures 10 seconds.

1. Find Activity C. You are going to see how many rhyming words you can read in 10 seconds.

Cold Timing

2. Start with Column 1 and read down each column.
3. When I say go, whisper read quietly so you do not disturb your neighbors. If you read all the words before I say stop, go back to the beginning and read the words again. Get ready. GO. *Time students for 10 seconds.* STOP.
4. Count the number of words that you read and record the number after **Cold Timing**.

Practice

5. Let's practice again. Get ready. GO. *Time students for 10 seconds.* STOP.
6. Count the number of words that you read and record the number after **Practice**.

Hot Timing

7. Please exchange books with your partner. *Pause.*
8. Partner 1, you are going to read first. Partner 2, you are going to listen carefully. If your partner makes a mistake, underline the word.
9. Ones, get ready to read quietly to your partner. GO. *Time students for 10 seconds.* STOP. Twos, determine the number of words your partner read correctly. Record the number after **Hot Timing** in your partner's book.
10. Partner 2, your turn to read. Ones, listen carefully. If your partner makes a mistake, underline the word. Twos, get ready to read quietly. GO. *Time students for 10 seconds.* STOP. Ones, determine the number of words your partner read correctly. Record the number after **Hot Timing** in your partner's book.
11. Please return your partner's book.

D. MULTISYLLABIC CHALLENGE WORDS

1. showtime grownup owner chowder
2. downtown crowbar sundown somehow

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1. Find Activity D.
2. Touch under the first word in Line 1.
3. Sound out the word to yourself. If the syllable has the letters **o-w**, first try the sound /ooo/. If it is not a real word, try the sound /ou/. Put your thumb up when you can read the word. *Wait until all thumbs are up.* What word? **showtime**
4. Sound out the next word to yourself. Put your thumb up when you can read the word. What word? **grownup**
5. Repeat Step 4 for the remaining words: **owner, chowder, downtown, crowbar, sundown, and somehow.**

MONITOR AND ADJUST

- **Correction** If students mispronounce a sound or syllable, say the sound or syllable and have them repeat it.

If students mispronounce the whole word but it is close, prompt them to make it a real word. If students still can't pronounce the word, tell them the word and have them repeat it.

- **Firm up** Call on individuals to read several words.

E. PREFIXES AND SUFFIXES

PREFIXES	SUFFIXES
1.	<u>final</u>
2. a- pro- con- de-	-ish -ness -ous -le

Expert Tip: The suffix *-al* creates the noun form in these words:
deny → denial, survive → survival, arrive → arrival.

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- Find Activity E. *Pause*.
- You are going to learn **prefixes** and **suffixes**.
- Do **prefixes** come at the beginning or at the end of words? **the beginning** Do **suffixes** come at the beginning or at the end of words? **the end**
- Find Line 1. *Pause*.
- Touch under the word. The word is **final**.
What word? **final**
The underlined suffix is **-al**. Pronounce as in **final**. What suffix? **-al** Say the suffix three times. **-al, -al, -al**
- Find Line 2. *Pause*.
- What **prefix**? **a-** Next **prefix**? **pro-** Next **prefix**? **con-**
Next **prefix**? **de-**
What **suffix**? **-ish** Next **suffix**? **-ness** Next **suffix**? **-ous**
Last **suffix**? **-le**

Expert Tip

- Touch under the words **Expert Tip**.
- Follow along as I read the **Expert Tip**. The suffix **-al** creates the noun form in these words.
- Touch under the next line. Follow along as I read the examples. **Deny** becomes **denial**. **Survive** becomes **survival**. **Arrive** becomes **arrival**.
- Read and study the line to yourself. Put your thumb up when you know the words. *Give students time to study the examples.*
- When you add **-al** to **denial**, what is the noun? **denial**
When you add **-al** to **survive**, what is the noun?
survival
When you add **-al** to **arrive**, what is the noun? **arrival**
- When we add **-al** to a word, the new word is a...? **noun**

MONITOR AND ADJUST

- Correction** If students mispronounce a word, a prefix, or a suffix, say the word or affix and have them repeat it.
- Firm up** Call on individuals to read a line.

F. WORDS WITH PREFIXES AND SUFFIXES

- adore proclaim condense demote exchange behave
 - normal furnish frankness generous gentle numeral
 - final ly conversation natural ly punish ment
- p 165

- Find Activity F. *Pause*.
- You are going to read long words with prefixes and suffixes.
- Touch under the first word in Line 1. Look at the underlined prefix. What prefix? **a-**
- Read the word to yourself. Put your thumb up when you can read the word. *Pause. Wait until thumbs are up.* What word? **adore**
- Repeat Steps 3 and 4 with **proclaim**, **condense**, **demote**, **exchange**, and **behave**.
- Touch under the first word in Line 2. Look at the underlined suffix. What suffix? **-al**
- Read the word to yourself. Put your thumb up when you can read the word. *Pause.* What word? **normal**
- Repeat Steps 6 and 7 with **furnish**, **frankness**, **generous**, **gentle**, and **numeral**.
- Touch under the first word in Line 3. Read the word to yourself, carefully pronouncing the prefix and suffix. Put your thumb up when you can read the word. *Pause.* What word? **finally**
- Repeat Step 9 with **conversation**, **natural ly**, and **punish ment**.

MONITOR AND ADJUST

- Correction** If students mispronounce a prefix or suffix, say the affix and have them repeat it.
If students mispronounce the whole word but it is close, prompt them to make it a real word. If students still can't pronounce the word, tell them the word and have them repeat it.
- Firm up** Call on individuals to read a line.

Read Words (cont.)

G. HIGH-FREQUENCY WORDS

1. some something somehow sometime somewhere
2. though woman any thought enough were hour work

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Key to Irregular Words: Use what you know

1. Find Activity G. You have been practicing using rhyming words to help you learn and remember some irregular words. You can also use your knowledge of irregular words to read important compound words. Compound words are formed when two words are combined to make another word.
2. Find Line 1. Let's practice reading compound words.
3. Touch under the first word. The word is **some**. What word? **some**
4. Read the compound words to yourself. When you can read all of the words, put your thumb up. *Wait until all thumbs are up.*
5. Read the compound words together. Everyone. **something, somehow, sometime, somewhere**

Key to Irregular Words: Look at the spelling

6. Find Line 2. Let's practice our third key to reading irregular words: look carefully at the spelling of the word.
7. Touch under the first word. This word is **though**. What word? **though** Say, spell, read. **though, t-h-o-u-g-h, though**
8. Repeat Step 7 with **woman, any, thought, enough, were, hour, and work**.
9. Read all of the irregular words to yourself. Put your thumb up when you can read the words. *Wait until all thumbs are up.*
10. Let's read these words again. Have students reread the words together. **some, something, somehow, sometime, somewhere, though, woman, any, thought, enough, were, hour, work**

MONITOR AND ADJUST

- **Correction** If students mispronounce a word, say the word and have them repeat it.
- **Firm up** Call on individuals to read several words.

Read Sentences

H. SENTENCES

1. They need three gowns for the show that starts in an hour.
2. Sang Min thought he saw his friend in the crowd.
3. Two large owls flew by the house sometime after sundown.
4. My friend and I were sure to get downtown in time for the concert, though we rushed.
5. "Let's meet somewhere and have clam chowder," Candis said after work.

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1. Find Activity H. You are going to read sentences using good phrasing. You will stop at periods and pause at commas.
2. Read Sentence 1 to yourself. When you can read all of the words in the sentence, put your thumb up. *Pause. Wait until all thumbs are up.*
3. Listen to me read the sentence using good phrasing. *Use appropriate phrasing. Make the sentence sound like normal speech. They need three gowns for the show that starts in an hour.*
4. Let's read the sentence together. Begin. **They need three gowns for the show that starts in an hour.**
5. Read Sentence 2 to yourself. *Pause. Wait until all thumbs are up.*
6. Listen to me read the sentence using good phrasing. *Use appropriate phrasing. Make the sentence sound like normal speech. Sang Min thought he saw his friend in the crowd.*
7. Let's read the sentence together. Begin. **Sang Min thought he saw his friend in the crowd.**
8. Repeat Steps 5–7 with the remaining sentences.
 - **Two large owls flew by the house sometime after sundown.**
 - **My friend and I were sure to get downtown in time for the concert, though we rushed.**
 - **"Let's meet somewhere and have clam chowder," Candis said after work.**

MONITOR AND ADJUST

- **Correction** If students mispronounce a word, say the word and have them repeat it. Then have them reread the sentence.

If students do not read with good phrasing, model it again and have them repeat it.

- **Firm up** Call on individuals to read a sentence, or have students read the sentences to their partners.

Spell Words

I. SPELLING JOURNAL

1. down	down
2. plow	plow
3. grownup	grownup
4. somehow	somehow
5. final	final
6. gentle	gentle
7. punishment	punishment
8. Friends exchange comments in a conversation.	

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PREPARATION You will need a board to write on or a display onscreen to provide feedback on each word.

1. Turn to your Spelling Journal on page 248 for spelling dictation. *Wait until students have located the Spelling Journal and Lesson 28. Remember, don't write until I ask you to.*

Single-Syllable Words

2. The first word is **down**. What word? **down** Put out three fingers. *Put three fingers in front of you.* Touch your fingers and say each sound. **/d/ /ou/ /nnn/**
3. Say the sounds as you write **down**. *Monitor.*
4. Look at your word. Does it look like the word **down**? If not, fix it up.
5. Write **down** on the board or display it onscreen. Spell **down** with me. *Touch under the letters and spell the word down.* **d-o-w-n**
6. Check your word. If you misspelled it, cross it out. *Pause.*
7. Now write the word **down** again on the line to the right. *Monitor.* Check the word.
8. Repeat Steps 2–7 with the word **plow**.

Multisyllabic Words

9. Your next spelling word is **grownup**. What word? **grownup** Tap and say the syllables in **grownup**. **grown-up**
10. Say the syllables as you write **grownup**. *Monitor.*
11. Look at your word. Does it look like the word **grownup**? If not, fix it up.
12. Write **grownup** on the board or display it onscreen. Spell **grownup** with me. **g-r-o-w-n-u-p**
13. Check your word. If you misspelled it, cross it out. *Pause.*
14. Now write the word **grownup** again on the line to the right. *Monitor.* Check the word.
15. Repeat Steps 9–14 with the words **somehow**, **final**, **gentle**, and **punishment**.

Sentence

16. Listen. **Friends exchange comments in a conversation.** Say the sentence. **Friends exchange comments in a conversation.**
17. Write the sentence. Write neatly. *If needed, dictate the sentence again in parts. Monitor.*
18. Reread your sentence. Check the spelling of each word.
19. Write the sentence on the board or display it onscreen. Check each word. If you misspelled it, cross it out and write it correctly over the misspelled word. *Monitor.*
20. Count the number of words in Lines 1–7 that you spelled correctly on the first try and write the number after **My Points**.

Read Text

J. DECODABLE NARRATIVE TEXT

Lots of Talent

Part 1

Teacher Reads A talent show is an opportunity for people to show off their special skills, such as singing a song, dancing, or playing an instrument. Talent shows may be put on to raise money for a good cause. Let's read about one talent show.

“This talent show is way more work than I thought it would be,” Jasmin said to Maryam with a frown. “I thought all I’d have to do is judge the acts on stage and proclaim the winner. But I have been holding tryouts all week and there are still more to come.”

“Hold on, hold on,” said Maryam, trying to speak up. Jasmin kept going. “I also have to talk Ms. Fatima into printing the tickets for a low price. And I need to find someone to work the lights. I could really use your assistance, Maryam.”

“I don’t know exactly what I can do, Jasmin,” Maryam said, “but I will help any way I can. Ms. Fatima owns Comics Plus, that store downtown on Page Street, right? I can go down there after school. Maybe I can convince her to print the tickets at a discount. After all, it is for a good cause.”

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OPTIONAL PREPARATION Obtain a stopwatch/timing device. Download from the **Teacher Toolbox**:

- Building Background Knowledge (teach before reading)
- Vocabulary Support
- Displays for Text Comprehension
- text copies for the Fluency Check

1. Turn to page 166. Find Activity J. This narrative is **realistic fiction**, meaning that the plot could really happen. It is about students who are planning a talent show at their school. What elements of a narrative might we identify? **the setting, the main character, the character’s problem, how the problem was solved, and what happened in the end**
2. Touch the title of the passage. Let’s read the title together. **Lots of Talent**
3. Find Part 1 and follow along as I read the introduction.

Repeated Reading – Part 1

4. **First Read:** Beginning with the word “This,” read Part 1 carefully to yourself. *You may have students read silently or whisper to themselves.* Put your thumb up when you have read it one time. Then go back and reread Part 1 until I say stop. If I come to you, whisper read to me. *Ask individuals to whisper read a segment to you. Wait until all thumbs are up.*
5. **Second Read:** Let’s read Part 1 **together**. Our goal is to read smoothly with good phrasing. We will stop at periods and pause at commas. *Chorally read the section with students. Read at a moderate rate using appropriate phrasing. Have students touch under the words as they read.*
6. **Third Read (Optional):** *Select the best option for your group.*

Partner Reading: *Assign partners and give designations such as 1 and 2 or A and B. Indicate which partner should begin reading. Have students alternate by paragraph. Train students to assist their partners by pronouncing difficult words and having their partners repeat the correct pronunciation. Circulate and monitor.*

Individual Turns: *Call on a student to read several sentences as classmates follow along. Continue until all of Part 1 has been read. To reduce anxiety, consider offering students the ME or WE option: If the student says WE, classmates are invited to read with the student.*

Comprehension – Part 1

7. *For each of the following items, ask the question, provide the sentence stem, and give students time to prepare their answers. Then, call on a student to say the answer using the sentence stem. Note: if you downloaded the displays, show the questions and sentence stems.*
 - Who are the characters in the story?
Begin by saying: The characters are _____. **The characters are Jasmin and Maryam.**
 - What was Jasmin’s problem?
Begin by saying: Jasmin’s problem was _____. **Jasmin’s problem was the talent show was way more work than she thought it would be, and she was worried about getting everything done.**

Part 2

Teacher Reads The talent show will raise money for the school art club, which is a good cause. When events are held for a good cause, donors may help out by providing things that are needed. Read on to find out if Ms. Fatima will become a donor for the talent show.

155 At Jasmin's house later, Maryam said, "Well, the ticket
164 problem is solved. At first, Ms. Fatima said she would give
175 us a discount, but I explained that the talent show will raise
187 funds for the school art club. Then she agreed to print
198 the tickets for free! Somehow, I think it had something to
209 do with the fact that her uncle is the art teacher," she said,
222 grinning. "Anyway, what's next on the list?"
229 Jasmin found her list and checked it. "We still need
239 someone to sell tickets, someone to show people to their
249 seats, someone to work the lights, and a clean-up crew for
261 after the show. Those are the main tasks," she said.
271 "Let's talk to some friends at school," Maryam said.
280 "Between the two of us, we should be able to find people for
293 all those jobs."

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8. Find Part 2 and follow along as I read the introduction.

Repeated Reading – Part 2

9. **First Read:** Read Part 2 carefully to yourself. Put your thumb up when you have read it. Then go back and reread Part 2 until I say stop. *Wait until all thumbs are up.*
10. **Second Read:** Let's read Part 2 **together**. Our goal is to read smoothly with good phrasing. *Read at a moderate rate using appropriate phrasing.*
11. **Third Read (Optional):** *Select the best option for your group.*
Partner Reading: *Indicate which partner should begin reading. Have students alternate by paragraph, assisting their partner with pronouncing difficult words. Circulate and monitor.*
Individual Turns: *Call on students to read several sentences as classmates follow along. Continue until Part 2 has been read.*

Comprehension – Part 2

12. *For each of the following items, ask the question, state the sentence stem, and provide time for students to prepare their answers. Then, call on a student to say the answer using the sentence stem.*
- What is the setting in this part of the story?
Begin by saying: The setting is _____. **The setting is Jasmin's home.**
 - When was the problem of getting the tickets printed solved?
Begin by saying: The problem of getting tickets printed was solved when _____. **The problem of getting tickets printed was solved when Ms. Fatima agreed to print the tickets for free.**
 - What is one task Jasmin still needed someone to do?
Begin by saying: Jasmin still needed someone to _____. **Jasmin still needed someone to (Answers will vary: sell tickets; show people to their seats; work the lights; clean up after the show).**

Part 3

Teacher Reads Jasmin and Maryam are working hard on the talent show. Read on to find out if things are getting done on schedule.

296 The talent show was just a few days away. Jasmin had to
308 choose the final lineup of acts. She told Maryam, "There are
319 too many dance teams and skits about school. There must
329 be someone out there who can do stand-up jokes or sing
341 or something."
343 Then Jasmin asked Maryam how the ticket sales
351 were going.
353 "It seems a little slow," Maryam said. "But it's hard to tell.
365 I think most people are waiting to get their tickets on the
377 night of the show. You just keep working on the show itself.
389 I'm sure we will have a big crowd."
397

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13. Find Part 3 and follow along as I read the introduction.
(cont.)

Read Text (cont.)


Repeated Reading – Part 3

14. **First Read:** Read Part 3 carefully to yourself. Put your thumb up when you have read it. Then go back and reread Part 3 until I say stop. *Wait until all thumbs are up.*
15. **Second Read:** Let's read Part 3 **together**. Our goal is to read smoothly with good phrasing. *Read at a moderate rate using appropriate phrasing.*
16. **Third Read (Optional):** Select the best option for your group.
Partner Reading: Indicate which partner should begin reading. Have students alternate by paragraph, assisting their partner with pronouncing difficult words. Circulate and monitor.
Individual Turns: Call on students to read several sentences as classmates follow along. Continue until Part 3 has been read.


Comprehension – Part 3

17. For each of the following items, ask the question, state the sentence stem, and provide time for students to prepare their answers. Then, call on a student to say the answer using the sentence stem.
- What did Jasmin need to do with the talent show just a few days away?
Begin by saying: Jasmin needed to _____. **Jasmin needed to choose the final lineup of acts for the show.**
 - What did Maryam say about the ticket sales?
Begin by saying: Maryam said the ticket sales seemed _____. **Maryam said the ticket sales seemed a little slow.**


18. **Picture Match** Look at the three pictures. Figure out which picture goes with each part of the passage. Write the correct number under each picture. *Monitor. If students disagree on their choices, discuss which answers would be best.*



Part 3



Part 1



Part 2

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Fluency Check (Optional)

19. Refer to the Fluency Check on page A27 to choose a grouping (Partner, Individual, or Self-Monitored) and follow the steps using text copies. Remind students to record their number of words on their **Reading Fluency Graph**.

MONITOR AND ADJUST

- Correction** If students make an error, say the word and have them repeat it. Then have them reread the sentence.

Independent Practice

K. TEXT COMPREHENSION

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

- WHO** are the people in this story?
The people in this story are Jasmin and Maryam.
- WHAT** is Jasmin's problem? **Answers will vary: the talent show is more work than she thought; she does not think she will get everything finished**

► Part 2

- WHAT** is the setting in this part of the story?
The setting is Jasmin's home.
- WHEN** was the problem of getting tickets printed solved?
The problem of getting tickets printed was solved when Ms. Fatima agreed to print the tickets for free.
- WHAT** is one task Jasmin needed someone to do?
Jasmin needed someone to Answers will vary: sell tickets; show people to their seats; work the lights; clean up after the show.

► Part 3

- WHAT** did Jasmin need to do with the talent show just a few days away?
Jasmin needed to choose the final lineup of acts.
- WHAT** did Maryam say about the ticket sales?
Maryam said the ticket sales seemed a little slow.
- WHAT** did Maryam tell Jasmin that showed she was sure the talent show would go well?
Maryam told Jasmin to just keep working on the show.

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General Directions for Independent Activities K, L, and M

- Read the directions for the activity with students.
- Have students complete the first item.
- Provide feedback on the item by telling students the correct answer. Have students correct any errors.
- Use one of these options for completing the activity. Select the procedure that reflects the amount of scaffolding/support needed by students.
 - Have students complete the activity independently.
 - Complete the remaining items **orally** with students. Then, have students complete the activity independently, adding all written responses.
 - Proceed item by item with students, providing scaffolding/support as needed and immediate feedback.

L.–M. MORE PRACTICE

Lesson 28

L. More Practice • Activity 1 Read each story. Underline all the endings that make sense.

- At the basketball game, the crowd got excited.
The crowd got excited when _____.
 - the home team scored quickly
 - each player got time in the game
 - a plow came through the town
- On Saturday, people gathered downtown.
They gathered downtown to _____.
 - run a long race along the river
 - spend an extra hour sleeping
 - join a parade
- The clowns at the festival do many funny things.
Sometimes the clowns _____.
 - show the crowd tricks
 - read the pages of a newspaper
 - dance and prance around the festival

M. More Practice • Activity 2 Read each list. Cross out the word or word pair that does not belong in each list.

- | | | |
|--|---|--|
| 1. screwdriver
crowbar
chowder
hammer | 4. <u>downtown</u>
gentleman
jeweler
salesperson | 7. reptile
<u>exchange</u>
insect
mammal |
| 2. grown-up
<u>somehow</u>
teenager
preschooler | 5. chowder
gingersnaps
cabbage
<u>woman</u> | 8. spacecraft
rocket
<u>showtime</u>
launch pad |
| 3. sundown
morning
sunup
<u>powder</u> | 6. giraffe
raccoon
<u>numeral</u>
dolphin | 9. tractor
<u>capital</u>
seaplane
sailboat |

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Providing Feedback on Completed Activities

- For each completed activity, provide feedback on each item by telling students the answer or calling on a student to provide the answer.
- Ask students to circle the number or letter for each correct answer.
- After each page is completed, have students count the number of correct items on the page and record the number after the page's **My Points**.
- Have students correct any errors after the feedback has been given.