

# 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. Phonemic Awareness

Oral activities (called blending and segmenting) help students identify the individual sounds in words. This prepares students to connect these sounds to letters for decoding.

## B. Letter/Sound Associations

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

## C. 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.

## D. Word Families

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

- Students read the bold word in each column (*see, need, eat*).
- 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.

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**OBJECTIVES:**

- to read and spell words containing *ee* and *ea*
- to read words ending in *-ed*

Say Sounds

**A. Phonemic Awareness** Listen to the sounds as your teacher says a word slowly. Then say the word.

**B. Letter/Sound Associations** Look at the letters. Say the sounds.

	tree		leaf	
1.	ee	ai	ea	ay
2.	ch	o	th	ck
3.	sh	ee	ai	wh
4.	ea	e	ay	i
5.	ai	a	ea	u

Read Words

**C. New Words** Say the sound. Sound out the word. Read the word.

1.	bee <u>f</u>	ea <u>t</u>	sea <u>l</u>
2.	sa <u>y</u>	wee <u>k</u>	tea <u>l</u>
3.	mea <u>t</u>	bea <u>ch</u>	nee <u>d</u>
4.	see <u>l</u>	lea <u>n</u>	fee <u>d</u>
5.	ea <u>ch</u>	dee <u>p</u>	tra <u>il</u>
6.	bea <u>t</u>	ba <u>it</u>	bee <u>t</u> s

**D. Word Families** Read down. Read rapidly.

see	need	eat
bee	feed	meat
flee	seed	seat
free	speed	wheat
tree	bleed	treat

**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.

### E. Review Words

Students review skills learned by reading words. Minimal pairs (*paint, pant, trip, rip*) are included to reinforce previously taught skills.

### Lesson 4

**E. Review Words** Read a line of words. When your teacher gives a meaning, circle the correct word.

- |          |      |       |       |
|----------|------|-------|-------|
| 1. paint | pant | plan  | stay  |
| 2. Spain | pain | brain | brass |
| 3. tray  | trip | rip   | step  |
| 4. man   | main | train | trap  |

My Points \_\_\_\_\_

**F. Words with Endings** Sound out the underlined base word. Read the base word with the ending.

1. claimed | 2. fainted | 3. hailed | 4. needed | 5. speeded

**G. Multisyllabic Challenge Words** Sound out the syllables. Read the whole word.

seashell peanut seaweed sunbeam  
payment coffee weekend season

**H. High-Frequency Words** Say. Spell. Read.

things little water there people  
they after put saw from

### Read Sentences

**I. Sentences** Read the sentences with phrasing.

1. Can fish freeze in seawater?
2. There is a little breeze from the sea.
3. They need to put the crayons in the box.
4. After my dog did a trick, I fed him a treat from the bag.
5. Some people have a plan to stay in Spain for a week.

### Spell Words

**J. Spelling Journal** Turn to the Spelling Journal on page 195.

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### ■ Making Meaning Vocabulary Support

Integrate vocabulary support while reviewing previously taught decoding skills. A definition, synonym, or antonym is delivered quickly. Students identify the word that matches it.

### F. Word Endings

Identifying base words and endings helps students recognize patterns and supports multisyllabic word reading.

- Students read the underlined base word (*claim*), and then read the word with the ending (*claimed*).
- Students also learn how to read words with endings when the base word has been altered.

### G. 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 (*seashell*).
- Some words also have review skills (*payment*).
- Some words are connected to the decodable text.

### 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.

### H. High-Frequency Words

Students read high-frequency words with regular and irregular spellings. Similar words are taught together throughout each level. Previously taught words are also reviewed in each lesson.

### I. 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.

### J. 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.

# Walkthrough: **Student Book** (cont.)

## **K. 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 total words read.

## **Read Text**

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

# People Need Seas

## **Part 1**

**Teacher Reads** About 70% of planet Earth's surface is covered by water, including oceans and seas. So, it's not surprising that people use seas in many ways.

People need seas. They sail ships on seas. Some  
9 people work on ships. They fill up ships with things  
19 people need, such as beans, tea, and wheat. Then the  
29 ships sail from land to land. Each day of the week,  
40 ships go east and west to get things to people.

## **Part 2**

**Teacher Reads** Food from seas is an important part of many people's diet (what they eat).

50 People eat things from seas. The main thing people  
59 eat is fish. Some fish is fresh. But to get fish from seas  
72 to shops, people may freeze the fish to keep it fresh.  
83 People can feast on clams, crabs, and bass from seas.  
93 Some people eat fish eggs and seaweed. Seaweed is a  
103 plant from seas.

## Part 3

**Teacher Reads** People need seas for serious reasons, but spending time by seas can be enjoyable, too.

106 At beaches, seas meet land. People can have a fun  
 116 day at the beach. On land, people can pick up seashells  
 127 and fill a pail with sand. They can swim in the deep  
 139 seawater. People can get on ships with sails and go with  
 150 the wind. In a big breeze, ships pick up speed and go  
 162 fast. Seas are spots for work and play. It is plain to see  
 175 that people need seas. **Learn More**  
 179

Part 3Part 2Part 1

### ■ 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

#### 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

#### 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

### L. 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

L. **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. **WHY** are there ships that sail from east to west?

There are ships that sail from east to west to get things to people.

2. **WHAT** are some things people fill ships with?

People fill ships with Answers will vary: beans; tea; wheat.

#### ► Part 2

3. **WHAT** is the main thing people eat from seas?

The main thing people eat from seas is fish.

4. **WHAT** can people feast on from seas?

People can feast on Answers will vary: clams; crabs; bass.

5. **WHAT** is a sea plant that people eat?

A sea plant that people eat is seaweed.

#### ► Part 3

6. **HOW** can people have fun on land at the beach?

On land at the beach, people can Answers will vary: pick up seashells; fill a pail with sand.

7. **HOW** can people have fun in the sea at the beach?

In the sea at the beach, people can Answers will vary: swim; get on ships with sails.

8. **WHAT** are seas spots for?

Seas are spots for work and play.

My Points \_\_\_\_\_

**M. More Practice** Fill in each blank with the best word.

1. Edwin saw a **bee** on the leaf.      meat    bee    sea
2. Alec will **meet** Viv after class.      tea    beef    meet
3. I will **feed** my cat when I eat.      feed    leaf    beach
4. I have a math test this **week**.      eat    week    beat
5. The man gets water for a cup of **tea**.      tea    need    see
6. We get fish from the **sea**.      beets    sea    eat
7. Will **each** kid get a peach for snack?      deep    beef    each
8. Some people **eat** seaweed.      see    eat    need
9. What can you see in water that is not **deep**?      beat    deep    meat
10. Abbee will **lead** the class to the bus.      lead    beef    see

My Points \_\_\_\_\_

Lesson completed 

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**M. More Practice**

Students complete additional practice activities to further strengthen their decoding skills. Activities vary in type and provide different opportunities for students to demonstrate their skills.

**Unit Check-Up**

Students complete a **Unit Check-Up** at the end of each unit. See page A25 for more information.

**Unit Check-Up** Show what you have learned. 