

Lesson

24

OBJECTIVES:

- to read and spell words containing *er*
- to read words ending in *-ed*, *-ing*, and *-er*

Say Sounds

A. Phonemic Awareness You will blend and segment sounds as you read and spell words.

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

fern

- | | | | |
|--------|----|-----|-----|
| 1. er | ar | oa | igh |
| 2. ay | er | i | ar |
| 3. a_e | a | er | ai |
| 4. ow | ar | ee | er |
| 5. o_e | ea | i_e | u |

Read Words

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

- | | | |
|----------------|-------------|--------------|
| 1. <u>her</u> | <u>fern</u> | <u>farm</u> |
| 2. <u>hay</u> | <u>term</u> | <u>train</u> |
| 3. <u>verb</u> | <u>herd</u> | <u>hard</u> |
| 4. <u>own</u> | <u>tart</u> | <u>Herb</u> |
| 5. clerk | cloak | cheek |
| 6. stern | smart | perk |

D. Word Families Read down. Read rapidly.

jar

tar

far

char

scar

date

gate

late

state

crate

right

night

fight

flight

bright



10 Second Challenge

Cold Timing _____ words read

Practice _____ words read

Hot Timing _____ words read

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

- | | | | |
|----------|-------|--------|-------|
| 1. rote | rot | throne | hard |
| 2. glide | stack | stake | shake |
| 3. rip | ripe | plan | plane |
| 4. dime | dim | slim | slime |

My Points _____

F. Words with Endings Read words with endings.

- | | | | | |
|-----------|------------|------------|------------|-------------|
| 1. glided | 2. shaking | 3. trading | 4. planned | 5. ripping |
| 6. farmer | 7. harder | 8. trainer | 9. owner | 10. starter |

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

perfect sherbet modern verdict lantern
enter summer gardener yesterday September

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

my	why	by	cry	dry
come	who	where	there	what

Read Sentences

I. Sentences Read the sentences with phrasing.

- Why do they speak to pets in such a stern way?
- Who can come with me to help pick the perfect gift for my sister?
- Nell will stop by the farm where they sell hay for goats.
- Tessa worked hard and had her best term at school.
- When will Amara say what her plan is for the summer?

Spell Words

J. Spelling Journal Turn to the Spelling Journal on page 200.

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

Summer Plans

Part 1

Teacher Reads Five good friends are finishing their last semester, or term, of high school. They are about to graduate, earning their high school diplomas, so big changes are happening! It is the end of the school day and the friends are talking about what will come next.

“It is hard to make plans when it seems like we just
12 started high school yesterday,” Tessa said. “I think the
21 rest of my last term at Fern High will be my very best,”
34 she added with a smile.

39 “I think the best part of this term is that it is the
52 LAST term!” Jen said. “I can’t wait to be rid of verbs
64 and math. Fern High has been OK, but it is all in
76 the past.”

Part 2

Teacher Reads The five friends are walking away from their school, discussing how they could earn money after graduation. Read on to find out what one friend is planning and why.

78 “Well, it is not all in the past yet, Jen,” Asma
89 said. “And we still have to make summer plans.
98 If you all come home with me, I can fix some
109 snacks, and then we can think of summer jobs
118 we may get. There is not a lot of time left to
130 get a job. I need a job to help pay my way at
143 State **University** in September. I am going to
151 be a teacher! What do you say? Will you all
161 come to my home?” asked Asma.



Part 3

Teacher Reads Read on to find out what different ideas other friends come up with, and what Amara says about her plan.

167 Later on at Asma's home, Hiba said, "You may
 176 be right, Asma. This is the best time to make summer
 187 plans. Maybe I can get a part-time job as a clerk at the
 201 Herb Stern Market. Herb Stern owns the market, and
 210 he may need help this summer. At least it is a start.
 222 What will you do, Amara?"
 227 "I think my plans are going to shock you!" Amara
 237 exclaimed. "After we eat I will tell you what I am
 248 doing!" she teased.
 251



Part _____



Part _____



Part _____



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. **WHERE** did the pals go to school?

The pals went to _____.

2. **WHO** are the pals in this part of the story?

The pals in this part of the story are _____.

3. **WHAT** did Tessa say that makes it seem she likes school?

It seems that Tessa likes school because she said _____
_____.

► Part 2

4. **WHAT** problem did the pals have?

The problem the pals had was they _____.

5. **WHY** did Asma ask her pals to come to his home?

Asma asked them to come to _____.

6. **WHY** did Asma say she needs a summer job?

Asma said she needs a summer job to _____.

► Part 3

7. **WHAT** job was Hiba thinking of getting?

Hiba was thinking of getting a job as _____.

8. **WHAT** did Amara say the pals would think of her plans?

Amara said her plans would _____.

My Points _____



M. More Practice Read each story. Answer the questions.

Story 1: Parker and Dad went to see a film yesterday. The tale was sad and made Parker cry. A pet was lost and did not come home. After looking and looking, the man saw his lost dog by the light of his lantern. The man was so glad to see his dog.

Dad saw that Parker was sad, so he gave her a hug.

“Next time, let’s see a fun film,” Parker said.

1. **WHERE** did Parker and Dad go yesterday?

Yesterday, Parker and Dad went to _____.

2. **WHAT** did the man see with his lantern?

With his lantern, the man saw _____.

3. **WHAT** did Parker plan to see next time?

Next time, Parker planned to see _____.

Story 2: Jasmin entered the shop at ten. She needed a coat to stay dry in the rain. “May I see that gray raincoat?” Jasmin asked the clerk. “It looks like just what I need.”

“Why not see if it fits? Put it on,” the clerk said to her. Jasmin put on the raincoat. It was a perfect fit. “I will take this gray raincoat. Is there a gray hat that will match my raincoat?”

1. **WHAT** did Jasmin need?

Jasmin needed _____.

2. **WHY** did Jasmin get the gray raincoat?

Jasmin got the gray raincoat because _____.

3. **WHAT** did Jasmin hope to get after the raincoat?

After the raincoat, Jasmin hoped to get _____.

My Points _____

Lesson completed



LESSON
24

OBJECTIVES:

- to read and spell words containing **er**
- to read words ending in **-ed**, **-ing**, and **-er**

Say Sounds

A. PHONEMIC AWARENESS

NOTE:

Blending and segmenting of sounds are emphasized in print Activities C, D, E, G, and J that involve decoding (reading) and encoding (spelling) words.

Based on students' performance on Activity A in Lessons 1–12, determine the best plan for the class.

1. If students completed Activity A with ease and accuracy, reallocate the instructional time to the other activities in Level B.
2. If students had difficulty with the oral blending and segmenting activities in Lessons 1–12, teach the supplemental blending and segmenting lessons found in the **Teacher Toolbox**.
3. If students were able to accurately blend and segment sounds but you believe they would benefit from more challenging phonemic awareness activities, teach the 20 supplemental lessons found in the **Teacher Toolbox**. In these lessons, students will manipulate sounds within spoken words by adding and deleting sounds.

B. LETTER/SOUND ASSOCIATIONS

fern			
1. er	ar	oa	igh
2. ay	er	i	ar
3. a_e	a	er	ai
4. ow	ar	ee	er
5. o_e	ea	i_e	u

p 140

1. Open your book to Lesson 24, page 140. Find Activity B. You are going to learn the sound for the letters **e-r**.
2. Touch under the word. This word is **fern**.
What word? **fern**
3. The underlined letters **e-r** represent the sound /**er**/.
What sound? /**er**/ Say the sound for **e-r** again. /**er**/
4. Touch under the first letters in Line 1. *Pause*.
What sound? /**er**/
Next sound? /**ar**/
Next sound? /**ooo**/
Next sound? /**iii**/
5. Touch under the first letters in Line 2.
What sound? /**aaa**/
Next sound? /**er**/
Next sound? /**iii**/ Name? **i**
Next sound? /**ar**/
6. Repeat Step 5 with the letters in Lines 3, 4, and 5.

MONITOR AND ADJUST

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

ENGLISH LEARNER SUPPORT

- In Spanish, the letters **e-r** are pronounced /**eee/rrr**/. Have students practice identifying and saying the sound /**er**/. Have students say the sounds for letters in Lines 1 and 2 again.

Read Words

C. NEW WORDS

1. <u>h</u> er	<u>f</u> ern	<u>f</u> arm
2. <u>h</u> ay	<u>t</u> erm	<u>t</u> rain
3. <u>v</u> erb	<u>h</u> erd	<u>h</u> ard
4. <u>o</u> wn	<u>t</u> art	<u>H</u> erb
5. clerk	cloak	cheek
6. stern	smart	perk

p 140

PREPARATION Write the following words on the board or display them onscreen: her fern farm.

- Look here. You are going to read words containing the letters **e-r**.
- Point to **her**. My turn to sound out this word. Touch under the letters **e-r**. What sound? /er/ Watch as I sound out the word. I won't stop between the sounds. Slide your finger under the letters as you sound out the word. /h/er/ Sound out the word with me. Don't stop between sounds. Slide your finger under the letters as you sound out the word. /h/er/ Run your finger under the whole word and ask: What word? **her**
- Point to **fern**. Let's sound out words together. Touch under the letters **e-r**. What sound? /er/ Sound out the word with me. Don't stop between sounds. Slide your finger under the letters as you sound out the word. /fff/er/nnn/ Run your finger under the whole word and ask: What word? **fern**
- Point to **farm**. Touch under the letters **a-r**. What sound? /ar/ Sound out the word with me. Don't stop between sounds. Slide your finger under the letters as you sound out the word. /fff/ar/mmm/ Run your finger under the whole word and ask: What word? **farm**
- Find Activity C. Now it's your turn. Touch under the first word in Line 1. Look at the underlined letters. Everyone, what sound? /er/
- Sound out the word to yourself. Put your thumb up when you can read the word. Wait until thumbs are up. What word? **her**
- Next word. Pause. What sound? /er/ Put your thumb up when you can read the word. What word? **fern**

- Next word. Pause. What sound? /ar/ What word? **farm**
- Repeat Step 8 with the words in Line 2: **hay, term, train**; Line 3: **verb, herd, hard**; and Line 4: **own, tart, Herb**.

Gradual Release

- Touch under the first word in Line 5. Sound out the word to yourself. Put your thumb up when you can read the word. Pause. What word? **clerk**
- Next word. Pause. What word? **cloak**
- Next word. Pause. What word? **cheek**
- Repeat Step 12 with the words in Line 6: **stern, smart, perk**.

MONITOR AND ADJUST

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

Read Words (cont.)

D. WORD FAMILIES

jar	date	right
tar	gate	night
far	late	fight
char	state	flight
scar	crate	bright

p 140

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

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

Cold Timing

- Start with Column 1 and read down each column.
- 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.
- Count the number of words that you read and record the number after **Cold Timing**.

Practice

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

Hot Timing

- Please exchange books with your partner. *Pause.*
- 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.
- 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.
- 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.
- Please return your partner's book.

E. REVIEW WORDS

- | | | | |
|----------|-------|--------|-------|
| 1. rote | rot | throne | hard |
| 2. glide | stack | stake | shake |
| 3. rip | ripe | plan | plane |
| 4. dime | dim | slim | slime |

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- Find Activity E. You are going to read review words. Then I will tell you a meaning, and you will circle the word that goes with it.
- Read all the words in Line 1 to yourself. Be sure they are real words. When you can read all four words, put your thumb up. *Wait until thumbs are up.*
- Get ready to read the words in Line 1 together. Begin. **rote, rot, throne, hard** Circle the word that means a special chair for a king or queen. *Pause.* **Throne** is a special chair for a king or queen. If you made a mistake, cross out your word and circle **throne**.
- Read the words in Line 2 to yourself. When you can read all four words, put your thumb up. *Wait until thumbs are up.* Read Line 2 together. Begin. **glide, stack, stake, shake** Circle the word that means to move along smoothly and easily. *Pause.* **Glide** means to move along smoothly and easily. If you made a mistake, cross out your word and circle **glide**.
- Read the words in Line 3 to yourself. *Wait until thumbs are up.* Read Line 3. Begin. **rip, ripe, plan, plane** Circle the word that means to tear apart or off. *Pause.* **Rip** means to tear apart or off. If you made a mistake, cross out your word and circle **rip**.
- Read the words in Line 4 to yourself. *Wait until thumbs are up.* Read Line 4. Begin. **dime, dim, slim, slime** Circle the word that means not bright. *Pause.* **Dim** means not bright. If you made a mistake, cross out your word and circle **dim**.
- Count how many correct answers you have and write the number in the **My Points** box.

MONITOR AND ADJUST

- Correction** If students mispronounce a 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.

F. WORDS WITH ENDINGS

1. glided	2. shaking	3. trading	4. planned	5. ripping
6. farmer	7. harder	8. trainer	9. owner	10. starter

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- Find Activity F.
- Find Item 1. Touch the word. How many **d's**? **one**
- Will you say the name or the sound for the letter **i**?
the name
- What is the name? **i**
- Sound out the word to yourself. *Wait.*
What word? **glided**
- Item 2. Touch the word. How many **k's**? **one**
- Will you say the name or the sound for the letter **a**?
the name
- What is the name? **a**
- Sound out the word. *Wait.* What word? **shaking**
- Sound out Item 3 to yourself. Put your thumb up when you can read the word. *Wait.* What word? **trading**
- Repeat Step 10 with the words **planned** and **ripping**.
- Let's read these five words together. **glided, shaking, trading, planned, ripping**
- Find Item 6. Touch the word. You are going to read words with the ending **e-r**.
- Sound out the underlined word. Put your thumb up when you can read the underlined word. *Wait.* What word? **farm**
- Read **farm** with the ending. **farmer**
- Repeat Steps 14 and 15 with the remaining words: **harder, trainer, owner, and starter**.
- Let's read these five words together. **farmer, harder, trainer, owner, starter**

MONITOR AND ADJUST

- Correction** If students mispronounce a word in Items 1–5, say the word and have them repeat it. Then repeat the entire set of guiding questions: *How many _____'s?*
Will you say the name or sound for the letter _____?
Sound out the word. What word?
If students mispronounce a word in Items 6–10, say the word and have them repeat it.
- Firm up** Call on individuals to read words.

G. MULTISYLLABIC CHALLENGE WORDS

perfect	sherbet	modern	verdict	lantern
enter	summer	gardener	yesterday	September

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- Find Activity G. You are going to read long words part by part. What does each word part have? **one vowel sound**
- Touch under the first word. Sound out the first part to yourself. Put your thumb up when you can say the part. *Wait until thumbs are up.* What part? **per**
- Sound out the next part to yourself. Put your thumb up when you can say the part. *Wait until thumbs are up.* What part? **fect**
- Say the parts again. First part? **per** Next part? **fect**
- Say the whole word. **perfect**
- Repeat Steps 2–5 with the remaining words: **sherbet, modern, verdict, lantern, enter, summer, gardener, yesterday, and September**.

MONITOR AND ADJUST

- Correction** If students mispronounce a word part, say the word part 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.

Read Words (cont.)

H. HIGH-FREQUENCY WORDS

my	why	by	cry	dry
come	who	where	there	what

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- Find Activity H. You are going to read high-frequency words.
- Touch under the first word. Let’s read the rhyming words in bold. The first word is **my**. What word? **my**
- If you know **my**, you know the next four words. What words? **why, by, cry, dry**
- Touch under the next word. This word is **come**. What word? **come** Say, spell, read. **come, c-o-m-e, come**
- Repeat Step 4 with the remaining words: **who, where, there, and what**.
- Let’s read these words again. Have students reread the words together. **my, why, by, cry, dry, come, who, where, there, what**

MONITOR AND ADJUST

- Remind students to use known letter/sound associations to help them pronounce a word.
- Correction** If students mispronounce a word, say the word and have them repeat it. Then have them say, spell, and read the word.
- Firm up** Call on individuals to read several words.

Read Sentences

I. SENTENCES

- Why do they speak to pets in such a stern way?
 - Who can come with me to help pick the perfect gift for my sister?
 - Nell will stop by the farm where they sell hay for goats.
 - Tessa worked hard and had her best term at school.
 - When will Amara say what her plan is for the summer?
- p 141

- Find Activity I. You are going to read sentences using good phrasing. You will stop at periods and pause at commas.
- Read Sentence 1 to yourself. When you can read all of the words in the sentence, put your thumb up. *Pause. Wait until thumbs are up.*
- Listen to me read the sentence using good phrasing. *Use appropriate phrasing. Make the sentence sound like normal speech.* **Why do they speak to pets in such a stern way?**
- Let’s read the sentence together. Begin. **Why do they speak to pets in such a stern way?**
- Read Sentence 2 to yourself. *Pause. Wait until all thumbs are up.*
- Listen to me read the sentence using good phrasing. *Use appropriate phrasing. Make the sentence sound like normal speech.* **Who can come with me to help pick the perfect gift for my sister?**
- Let’s read the sentence together. Begin. **Who can come with me to help pick the perfect gift for my sister?**
- Repeat Steps 5–7 with the remaining sentences.
 - Nell will stop by the farm where they sell hay for goats.**
 - Tessa worked hard and had her best term at school.**
 - When will Amara say what her plan is for the summer?**

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

J. SPELLING JOURNAL

1. term	term
2. fern	fern
3. perfect	perfect
4. yesterday	yesterday
5. The herd ate hay on the farm.	

p 200

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

- Turn to your Spelling Journal on page 200 for spelling dictation. *Wait until students have located the Spelling Journal and Lesson 24.* Remember, don't write until I ask you to.

Single-Syllable Words

- The first word is **term**. What word? **term** Put out three fingers. *Put three fingers in front of you.* Touch your fingers and say each sound. **/t/ /er/ /m/**
- Say the sounds as you write **term**. *Monitor.*
- Look at your word. Does it look like **term**?
If not, fix it up.
- Write **term** on the board or display it onscreen. Spell **term** with me. *Touch under the letters as you spell term.*
t-e-r-m
- Check your word. If you misspelled it, cross it out.
Pause.
- Now write the word **term** again on the line to the right. *Monitor.* Check the word.
- Repeat Steps 2–7 with the word **fern**.

Multisyllabic Words

- Your next spelling word is **perfect**. What word?
perfect Tap and say the word parts in **perfect**.
per-fect
- Say the word parts as you write **perfect**. *Monitor.*
- Look at your word. Does it look like **perfect**? If not, fix it up.
- Write **perfect** on the board or display it onscreen. Spell **perfect** with me. First part: **p-e-r** Next part: **f-e-c-t**
- Check your word. If you misspelled it, cross it out.
Pause.
- Now write the word **perfect** again on the line to the right. *Monitor.* Check the word.
- Repeat Steps 9–14 with the word **yesterday**.

Sentence

- Listen. **The herd ate hay on the farm.** Say the sentence. **The herd ate hay on the farm.**
- Write the sentence. Write neatly. *If needed, dictate the sentence again in parts. Monitor.*
- Reread your sentence. Check the spelling of each word.
- Write the sentence on the board or display it onscreen. Check each word. If you misspelled a word, cross it out and write it correctly over the misspelled word. *Monitor.*
- Count the number of words in Lines 1–4 that you spelled correctly on the first try and write the number after **My Points**.

Read Text

K. DECODABLE NARRATIVE TEXT

Summer Plans

Part 1

Teacher Reads Five good friends are finishing their last semester, or term, of high school. They are about to graduate, earning their high school diplomas, so big changes are happening! It is the end of the school day and the friends are talking about what will come next.

“It is hard to make plans when it seems like we just
12 started high school yesterday,” Tessa said. “I think the
21 rest of my last term at Fern High will be my very best,”
34 she added with a smile.
39 “I think the best part of this term is that it is the
52 LAST term!” Jen said. “I can’t wait to be rid of verbs
64 and math. Fern High has been OK, but it is all in
76 the past.”

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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 142. Find Activity K. We are going to read a narrative, a story, in this lesson and the next. As we read, we will ask: What is the setting? Who are the main characters? What is the characters’ problem? and What happens in the end?
2. Touch the title of the passage. Let’s read the title together. **Summer Plans**
3. Find Part 1 and follow along as I read the introduction. Have students touch under the words as you read.

Repeated Reading – Part 1

4. **First Read:** Beginning with the word “It,” 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 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 sentence stem and give the answer. Note: if you downloaded the displays, show the question and the sentence stem.
 - Where did the friends go to school?
Begin by saying: The friends went to _____. **The friends went to Fern High.**
 - Who are two main characters in this part of the story?
Begin by saying: Two main characters in this part of the story are _____. **Two main characters in this part of the story are Tessa and Jen.**
 - Which character enjoyed high school more, Tessa or Jen?
Begin by saying: The character who enjoyed high school more was _____. **The character who enjoyed high school more was Tessa.**

Part 2

Teacher Reads The five friends are walking away from their school, discussing how they could earn money after graduation. Read on to find out what one friend is planning and why.

78 “Well, it is not all in the past yet, Jen,” Asma
89 said. “And we still have to make summer plans.
98 If you all come home with me, I can fix some
109 snacks, and then we can think of summer jobs
118 we may get. There is not a lot of time left to
130 get a job. I need a job to help pay my way at
143 State **University** in September. I am going to
151 be a teacher! What do you say? Will you all
161 come to my home?” asked Asma.

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8. Find Part 2 and follow along as I read the introduction.
Have students touch under the words as you read.
9. Touch under the bold word. *Monitor.* This word is **University**. What word? **University**

Repeated Reading – Part 2

10. **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.*
11. **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.*
12. **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

13. *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 sentence stem and give the answer.*
 - What problem are these friends facing?
Begin by saying: These friends are facing the problem of _____. **These friends are facing the problem of getting summer jobs.**
 - What did Asma want to discuss with her friends at his home?
Begin by saying: Asma wanted to discuss _____.
Asma wanted to discuss summer jobs.

Part 3

Teacher Reads Read on to find out what different ideas other friends come up with, and what Amara says about her plan.

167 Later on at Asma’s home, Hiba said, “You may
176 be right, Asma. This is the best time to make summer
187 plans. Maybe I can get a part-time job as a clerk at the
201 Herb Stern Market. Herb Stern owns the market, and
210 he may need help this summer. At least it is a start.
222 What will you do, Amara?”
227 “I think my plans are going to shock you!” Amara
237 exclaimed. “After we eat I will tell you what I am
248 doing!” she teased.
251

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14. Find Part 3 and follow along as I read the introduction.
Have students touch under the words as you read.

Repeated Reading – Part 3

15. **First Read:** Read Part 3 to yourself. Put your thumb up when you have read it one time. Then go back and reread Part 3 until I say stop. *Wait until all thumbs are up.*
16. **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.*
17. **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.*

(cont.)

Read Text (cont.)

Comprehension – Part 3

18. 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 sentence stem and give the answer.
- What was Hiba’s summer plan?
Begin by saying: Hiba’s summer plan was _____. **Hiba’s summer plan was to get a part-time job at the Herb Stern Market.**
 - What did Amara say her friends would think of her plans?
Begin by saying: Amara said her plans would _____. **Amara said her plans would shock her friends.**
19. **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.*



Fluency Check (Optional)

20. Refer to the Fluency Check on page A25 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

L. TEXT COMPREHENSION

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. **WHERE** did the pals go to school?

The pals went to Fern High.

2. **WHO** are the pals in this part of the story?

The pals in this part of the story are Tessa and Jen.

3. **WHAT** did Tessa say that makes it seem she likes school?

It seems that Tessa likes school because she said the rest of the term would be the best ever.

► Part 2

4. **WHAT** problem did the pals have? needed to make summer plans
The problem the pals had was they _____.

5. **WHY** did Asma ask her pals to come to his home?

Asma asked them to come to think of summer plans.

6. **WHY** did Asma say she needs a summer job? help pay his way at State University
Asma said she needs a summer job to _____.

► Part 3

7. **WHAT** job was Hiba thinking of getting? a clerk at the Herb Stern Market
Hiba was thinking of getting a job as _____.

8. **WHAT** did Amara say the pals would think of her plans?

Amara said her plans would shock the pals.

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General Directions for Independent Activities L and M

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

M. MORE PRACTICE

Lesson 24

M. More Practice Read each story. Answer the questions.

Story 1: Parker and Dad went to see a film yesterday. The tale was sad and made Parker cry. A pet was lost and did not come home. After looking and looking, the man saw his lost dog by the light of his lantern. The man was so glad to see his dog.

Dad saw that Parker was sad, so he gave her a hug.
“Next time, let’s see a fun film,” Parker said.

1. **WHERE** did Parker and Dad go yesterday?

Yesterday, Parker and Dad went to see a film.

2. **WHAT** did the man see with his lantern?

With his lantern, the man saw his lost dog.

3. **WHAT** did Parker plan to see next time?

Next time, Parker planned to see a fun film.

Story 2: Jasmin entered the shop at ten. She needed a coat to stay dry in the rain. “May I see that gray raincoat?” Jasmin asked the clerk. “It looks like just what I need.”

“Why not see if it fits? Put it on,” the clerk said to her. Jasmin put on the raincoat. It was a perfect fit. “I will take this gray raincoat. Is there a gray hat that will match my raincoat?”

1. **WHAT** did Jasmin need?

Jasmin needed a raincoat.

2. **WHY** did Jasmin get the gray raincoat?

Jasmin got the gray raincoat because it was a perfect fit.

3. **WHAT** did Jasmin hope to get after the raincoat?

After the raincoat, Jasmin hoped to get a gray hat.

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Providing Feedback on Completed Activities

1. For each completed activity, provide feedback on each item by telling students the answer or calling on a student to provide the answer.
2. Ask students to circle the number or letter for each correct answer.
3. Have students count the number of correct items and record the number after the activity’s **My Points**.
4. Have students correct any errors after the feedback has been given.