

Phonics for Reading[®]

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SAMPLE LESSON

Unit 2, Lesson 6



LESSON

6

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

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

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- Open your book to Lesson 6, page 32.
- Find Activity A. You are going to say sounds for letters.
- When you come to a vowel letter in bold, first say the sound. Then say the name.
- Touch under the first letter(s) in Line 1. *Pause.*
Everyone, what sound? **/au/**
Next sound? **/āāā/**
Next sound? **/au/**
Next sound? **/ōō/**
- Touch under the first letter(s) in Line 2.
What sound? **/ēēē/**
Next sound? **/au/**
Next sound? **/āāā/**
Next sound? **/ōōō/**
- Repeat Step 5 with the letters in Lines 3 and 4.

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 sounds and names in a line.

ENGLISH LEARNER SUPPORT

- In Haitian Creole and Mandarin, the letters **a-u** and **a-w** do not represent the sound **/au/**. Have students say the sounds in Lines 1 and 4 again.

Read Words

B. NEW WORDS

- | | | |
|-----------------|-----------------|-------------------------|
| 1. <u>l</u> aw | ch <u>oo</u> se | pa <u>u</u> se |
| 2. <u>l</u> awn | th <u>a</u> w | sp <u>a</u> rw <u>l</u> |
| 3. sprain | jaw | jar |
| 4. paw | throw | launch |

Irregular Word: laugh

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- Find Activity B. You are going to read words containing the letters **a-u** and **a-w**.
- Touch under the first word in Line 1. Look at the underlined letters. Everyone, what sound? **/au/**
- Sound out the word to yourself. Put your thumb up when you can read the word. *Wait until thumbs are up.* What word? **law**
- Next word. *Pause.* What sound? **/ōō/** Put your thumb up when you can read the word. What word? **choose**
- Next word. *Pause.* What sound? **/au/** What word? **pause**
- Repeat Step 5 with the words in Line 2: **lawn, thaw, sprawl.**

Gradual Release

- Touch under the first word in Line 3. Sound out the word to yourself. Put your thumb up when you can read the word. *Pause.* What word? **sprain**
- Next word. *Pause.* What word? **jaw**
- Next word. *Pause.* What word? **jar**
- Repeat Step 9 with the words in Line 4: **paw, throw, launch.**

11. In English, some words are irregular, meaning that they have some tricky letters that are not pronounced as you would expect. However, you can use the other letters and sounds in the word to help you read the word. Let's look at an example.
12. Put your finger under the irregular word. *DON'T say the word.* Listen as I sound out this word: /lll/au/fff/.
lll au fff
13. Listen to this sentence: I always /lll/au/fff/ at jokes my friend Devin tells. Is /lll/au/fff/ a real word? **no** What is the real word? **laugh** Yes, the word is pronounced **laugh**.
14. What are the tricky letters in the word that are not pronounced as you would expect? **a u** Yes. Say the real word. **laugh**

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.
Irregular Word: If students make an error, tell them the correct answer and have them repeat it.
- **Firm up** Call on individuals to read a line.

C. WORD FAMILIES

bawl	law	cool
shawl	jaw	fool
crawl	paw	pool
brawl	thaw	stool
sprawl	draw	spool

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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.

Read Words (cont.)

D. MULTISYLLABIC CHALLENGE WORDS

1. launder sawmill jigsaw causes seesaw

2. haunted awesome automatic misinterpret astronaut

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1. Find Activity D. *Pause*. You are going to read long words.
2. What does each syllable have? **one vowel sound**
3. Touch under the first word in Line 1. *Pause*. Look at the first syllable. *Pause*. What vowel sound? **/au/** What syllable? **laun**
4. Look at the second syllable. *Pause*. What vowel sound? **/er/** What syllable? **der**
5. Read the word to yourself. Put your thumb up when you can read it. Be sure it is a real word. *Pause*. What word? **launder**
6. Touch under the next word in Line 1. *Pause*. Look at the first syllable. *Pause*. What vowel sound? **/aw/** What syllable? **saw**
7. Look at the second syllable. *Pause*. What vowel sound? **/i/** What syllable? **mill**
8. Read the word to yourself. Put your thumb up when you can read it. Be sure it is a real word. *Pause*. What word? **sawmill**
9. Repeat Steps 6–8 with the remaining words in Line 1: **jigsaw, causes, seesaw**.

Gradual Release ▲▼

10. Now it's your turn to read long words.
11. Touch under the first word in Line 2.
12. Sound out the word. Put your thumb up when you can read the whole word. *Wait until thumbs are up*. What word? **haunted**
13. Repeat Steps 11 and 12 with **awesome, automatic, misinterpret, and astronaut**.

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

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

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1. Find Activity E. *Pause*.
2. You are going to learn **prefixes** and **suffixes**.
3. 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**
4. Find Line 1. *Pause*. Read the words to yourself. Put your thumb up when you can read all of the words. *Wait until thumbs are up*.
5. First word. What word? **return** What prefix? **re-**
6. Next word. What word? **preheat** What prefix? **pre-**
7. Next word. What word? **madness** What suffix? **-ness**
8. Last word. What word? **helpless** What suffix? **-less**
9. Find Line 2. *Pause*.
10. What **prefix**? **un-** What **prefix**? **dis-** What **prefix**? **re-**
What **prefix**? **pre-**
What **suffix**? **-able** What **suffix**? **-ful** What **suffix**? **-ness**
What **suffix**? **-less**

Expert Tip

11. Touch under the words **Expert Tip**. *Pause*. Learning the meaning of prefixes and suffixes can help you figure out the meaning of some words.
12. Follow along as I read the **Expert Tip**. **The suffix **-ness** creates the noun form in these words**. The noun form is a word for a thing. When you add **-ness** to a word, the new word is a...? **noun**
13. Touch under the next line. Follow along as I read the examples.
Kind becomes **kindness**.
Smooth becomes **smoothness**.
Bright becomes **brightness**.

14. Read and study the line to yourself. Put your thumb up when you know the words. *Give students time to study the examples.*
15. When you add **-ness** to **kind**, what is the noun?
kindness
When you add **-ness** to **smooth**, what is the noun?
smoothness
When you add **-ness** to **bright**, what is the noun?
brightness
16. When you add **-ness** 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

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

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1. Find Activity F. *Pause.*
2. You are going to read long words with prefixes and suffixes.
3. Touch under the first word in Line 1. Look at the underlined prefix.
What prefix? **re-**
4. Read the word to yourself. Put your thumb up when you can read the word. *Pause. Wait until thumbs are up.*
What word? **reshape**
5. *Repeat Steps 3 and 4 with **predict**, **unpack**, and **disgust**.*
6. Touch under the first word in Line 2. Look at the underlined suffix.
What suffix? **-less**
7. Read the word to yourself. Put your thumb up when you can read the word. *Pause.* What word? **endless**
8. *Repeat Steps 6 and 7 with **smoothness**, **bucketful**, and **doable**.*
9. 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? **recording**
10. *Repeat Step 9 with **unteachable**, **presentable**, and **refillable**.*

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

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Key to Irregular Words: Use rhyming words

1. Find Activity G.
2. Find Line 1. Let's practice the first key to reading irregular words: use rhyming words.
3. Touch under the first underlined word. The word is **other**. What word? **other**
If you know **other**, you know the next three rhyming words. What words? **another, mother, brother**
4. Touch under the next underlined word. The word is **would**. What word? **would**
If you know **would**, you know the next two rhyming words. What words? **could, should**

Key to Irregular Words: Make it a real word

5. Find Line 2. You are going to practice making irregular words into real words.
6. Put your finger under the first word. Don't say the word.
7. Listen as I sound out this word: /fff/rrr/ooo/mmm/.
8. Listen to this sentence: I got a card /fff/rrr/ooo/mmm/ you. Is /fff/rrr/ooo/mmm/ a real word in this sentence? **no**
What is the real word? **from** Yes. I got a card **from** you.
9. What is the tricky letter in the word? **o** Yes. Say the real word. **from**
10. Put your finger under the next word. Don't say the word.
11. Listen as I sound out this word: /sss/ooo/mmm/.
12. Listen to this sentence: I have /sss/ooo/mmm/ cards. Is /sss/ooo/mmm/ a real word in this sentence? **no**
What is the real word? **some** Yes. I have **some** cards.
13. What are the tricky letters in the word? **o-final e** Yes. Say the real word. **some**

Key to Irregular Words: Look at the spelling

14. Find Line 3. Let's practice our third key to reading irregular words: look carefully at the spelling of the word.
15. Touch under the first word. This word is **what**. What word? **what** Say, spell, read. **what, w-h-a-t, what**
16. Repeat Step 15 with **how, good, through, and also**.
17. Read all of the irregular words to yourself. Put your thumb up when you can read all of the words. *Wait until all thumbs are up.*
18. Let's read these words again. *Have students reread the words together.* **other, another, mother, brother, would, could, should, from, some, what, how, good, through, also**

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. 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.

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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.* **My mother went to law school.**
4. Let's read the sentence together. Begin. **My mother went to law school.**
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.* **Would you like to see the rocket launch that has been planned?**
7. Let's read the sentence together. Begin. **Would you like to see the rocket launch that has been planned?**
8. Repeat Steps 5–7 with the remaining sentences.
 - **My pup sprained its paw jumping from the porch.**
 - **About how long will it take for the other meat to thaw?**
 - **I will pause the film right before the good part to get another snack.**

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. sprawl | sprawl |
| 2. launch | launch |
| 3. seesaw | seesaw |
| 4. haunted | haunted |
| 5. unpack | unpack |
| 6. smoothness | smoothness |
| 7. refillable | refillable |
| 8. This mishap was preventable. | |

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PREPARATION You will need a board to write on or a display onscreen to provide feedback on each word. Also, each student will need paper to cover words in the previous lessons.

1. Turn to your Spelling Journal on page 240 for spelling dictation. *Wait until students have located the Spelling Journal and Lesson 6.* Cover the words in Lessons 4 and 5. Remember, don't write until I ask you to.

Single-Syllable Words

2. The first word is **sprawl**. What word? **sprawl** Put out five fingers. *Put five fingers in front of you.* Touch your fingers and say each sound. /sss/ /p/ /rrrr/ /au/ /lll/
3. Say the sounds as you write **sprawl**. *Monitor.*
4. Look at your word. Does it look like the word **sprawl**? If not, fix it up.
5. Write **sprawl** on the board or display it onscreen. Spell **sprawl** with me. *Touch under the letters and spell* **sprawl**. **s-p-r-a-w-l**
6. Check your word. If you misspelled it, cross it out. *Pause.*
7. Now write the word **sprawl** again on the line to the right. *Monitor.* Check the word.
8. Repeat Steps 2–7 with the word **launch**, using four fingers.

Multisyllabic Words

9. Your next spelling word is **seesaw**. What word? **seesaw** Tap and say the syllables in **seesaw**. **see-saw**
10. Say the syllables as you write **seesaw**. *Monitor.*
11. Look at your word. Does it look like the word **seesaw**? If not, fix it up.
12. Write **seesaw** on the board or display it onscreen. Spell **seesaw** with me. **s-e-e-s-a-w**
13. Check your word. If you misspelled it, cross it out. *Pause.*

(cont.)

Spell Words (cont.)

14. Now write the word **seesaw** again on the line to the right. *Monitor.* Check the word.
15. Repeat Steps 9–14 with the words **haunted**, **unpack**, **smoothness**, and **refillable**.

Sentence

16. Listen. **The mishap was preventable.** Say the sentence. **The mishap was preventable.**
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 INFORMATIVE TEXT

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.

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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 34. Find Activity J. This is an **informative** passage. **Informative** passages always have a **topic** and **details** that provide information about the topic. What are two things that informative passages have? *Call on individuals.* The topic of this informative text is the first landing of humans on the moon.
2. Touch the title of the passage. Let's read the title together. **Off to the Moon**
3. Find Part 1 and follow along as I read the introduction.
4. Touch under the first bold word. *Monitor.* This word is **stories**. What word? **stories** Touch under the next bold word. *Monitor.* This word is **face**. What word? **face**

Repeated Reading – Part 1

5. **First Read:** Beginning with the word "People," 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.*

6. **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.*

7. **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

8. *For the following item, 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.*

- What is one story that people made up about the moon in the past?
Begin by saying: In the past, one story that people made up about the moon was _____. **In the past, one story that people made up about the moon was (Answers will vary: a man in the moon; a rabbit on the moon; the moon being made of cheese).**

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*. p 34

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. p 35

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

10. Touch under the bold word. *Monitor.* This word is **spacecraft**. What word? **spacecraft**

Repeated Reading – Part 2

11. **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.*

12. **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.*

13. **Third Read (Optional):** *Select the best option for your group:*

Partner Reading or **Individual Turns.**

Comprehension – Part 2

14. *For each of the following items, repeat Step 8.*

- What important event happened in 1969?
Begin by saying: In 1969, _____. **In 1969, three astronauts went to the moon in a spacecraft called *Apollo 11*.**
- What was the job of the "crawler"?
Begin by saying: The job of the "crawler" was to _____. **The job of the "crawler" was to haul *Apollo 11* and the *Saturn* rocket to the launch pad.**
- What happened to the parts of the *Saturn* rocket?
Begin by saying: The parts of the *Saturn* rocket _____. **The parts of the *Saturn* rocket came off after they helped launch *Apollo 11*.**

(cont.)

Read Text (cont.)

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](#)

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15. Find Part 3 and follow along as I read the introduction.
16. Touch under the bold word. *Monitor*. This word is **space**. What word? **space**

Repeated Reading – Part 3

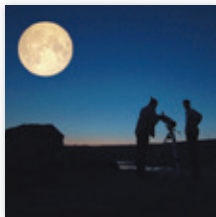
17. **First Read:** Read Part 3 carefully to yourself. Put your thumb up when you have read it. Then go back and reread Part 3 until I say stop. *Wait until all thumbs are up.*
18. **Second Read:** Let's read Part 3 **together**. Our goal is to read smoothly with good phrasing. *Read at a moderate rate using appropriate phrasing.*
19. **Third Read (Optional):** *Select the best option for your group, Partner Reading or Individual Turns.*

Comprehension – Part 3

20. *For each of the following items, repeat Step 8.*
- What happened when the astronauts got close to the moon?
Begin by saying: When the astronauts got close to the moon _____. **When the astronauts got close to the moon, (Answers will vary: one stayed in orbit in part of Apollo 11; two got in another craft to land on the moon).**

- What work did the astronauts have to do on the moon?
Begin by saying: On the moon, the astronauts had to _____. **On the moon, the astronauts had to (Answers will vary: find rocks to take home; take many snapshots of the moon).**
- Why was the trip to the moon important?
Begin by saying: The trip to the moon was important because _____. **The trip to the moon was important because (Answers will vary: it was the first time people landed on the moon; it was the beginning of a thrilling time for trips to space).**

21. **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 1



Part 2



Part 3

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22. *Read Learn More and discuss with students.*

[Learn More](#)

On their moon journey, the three astronauts had about 70 food items from which to choose. Some of the food was freeze-dried (needing water added) and some was in the form of wetpacks (no water needed). Spaghetti, shrimp, and brownies were among the food items packed onboard.

Fluency Check (Optional)

23. *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

1. **WHAT** stories did people make up about the moon in the past? **Answers will vary: a man in the moon; a rabbit on the moon; the moon being made of cheese**
People made up stories about _____.
2. **WHAT** is one fact about the moon that people understand today? **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**
One fact about the moon is _____.

► Part 2

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

► Part 3

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

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General Directions for Independent Activities K, 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.

L.-M. MORE PRACTICE

Lesson 6

L. More Practice • Activity 1 Fill in each blank with the best word.

1. People hope the rocket will **launch** Thursday afternoon.
launch pause author
2. Janis drank the milk with a **straw**.
lawn straw jaw
3. Keenen will **haul** the fish in with a net.
autumn fraud haul
4. When Jim's car ran off the road in the storm, it was not his **fault**.
exhaust author fault
5. When Laine woke up from her nap, I saw her **yawn**.
crawl yawn claw
6. That big bird perched on the roof may be a **hawk**.
hawk draw flaw

M. More Practice • Activity 2 Fill in each blank with the best word.

1. If you take all the things from a box, you **unpack** the box.
unsnap untwist unpack
2. If something can harm you, it is **harmful**.
harmful bucketful painful
3. If you do not have light, there is **darkness**.
darkness freshness smoothness
4. If you make the shape of something different, you **reshape** it.
report return reshape
5. If you plan so that something cannot happen, it is **preventable**.
fixable portable preventable

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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. 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**.
4. Have students correct any errors after the feedback has been given.