

Walkthrough: Teacher's Guide Routines

Phonics for Reading provides a clear and easy-to-follow teacher script that makes it possible for any educator to teach phonics.

A. Phonemic Awareness Routine

Students still developing decoding skills need practice hearing the individual sounds in words before mapping these sounds to letters. Use this activity to provide the step-by-step support they need.

- This activity is entirely oral.
- Students practice blending (identifying individual sounds and blending them together to make a word) and segmenting (breaking a word down into its individual sounds).
- Research has shown that blending and segmenting are the two phonemic awareness activities that do the most to support acquisition of decoding and spelling skills.

Monitor and Adjust

Listen and offer corrective feedback whenever appropriate.

Correction Use these bullets for guidance in correcting student errors. The focus may be on an individual letter/sound, a single word, or using guiding questions to help students work through errors.

Firm Up Use these bullets to guide students in applying corrections to solidify reading accuracy.

English Learner Support

These notes provide information about phonemic awareness knowledge English Learners bring from other languages, and how to use this to support their learning sounds in English. Build on phonemic awareness knowledge when there are similar sounds in English and scaffold instruction when the sounds are not familiar to them.

UNIT 2

4

OBJECTIVES:

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

Say Sounds

A. PHONEMIC AWARENESS (Blending)

1. Open your book to Lesson 4, page 20.
2. Find Activity A. You are going to blend sounds into words. I will say a word slowly. Then you will say the word.
3. Listen. Say **week** slowly. Don't stop between the sounds. /www/eee/k/ What word? **week**
4. Repeat Step 3 with the following words.
 - /b/eee/t/ **beet**
 - /fff/eee/lll/ **feel**
 - /sss/p/eee/ch/ **speech**
 - /sss/t/rrr/eee/mmm/ **stream**

MONITOR AND ADJUST

- **Correction** If students mispronounce a word, say the word and have them repeat it. Then repeat the item using Step 3.
- **Firm up** Call on individuals to blend the following sounds into words.
 - /g/rrr/eee/t/ **greet**
 - /b/eee/nnn/zzz/ **beans**
 - /t/rrr/eee/t/sss/ **treats**
 - /sss/t/eee/mmm/zzz/ **steams**

ENGLISH LEARNER SUPPORT

- There is no sound /eee/ in Mandarin, and students may confuse the sounds /iii/ and /eee/. Have students repeat these sounds and minimal pairs after you: /iii/, **rid**; /eee/, **read**.

B. LETTER/SOUND ASSOCIATIONS

	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

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1. Find Activity B. You are going to learn the sound for the letters **e-e** and **e-a**.
2. Touch under the first word. This word is **tree**. What word? **tree**
3. The underlined letters **e-e** represent the sound /eee/. What sound? /eee/ Say the sound for **e-e** again. /eee/
4. Touch under the next word. This word is **leaf**. What word? **leaf**
5. The underlined letters **e-a** represent the sound /eee/. What sound? /eee/ Say the sound for **e-a** again. /eee/
6. You are going to say sounds for letters.
7. When you come to a vowel letter in bold, first say the sound. Then say the name.
8. Touch under the first letters in Line 1. *Pause*. What sound? /eee/ Next sound? /aaa/ Next sound? /eee/ Next sound? /aaa/

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B. Letter/Sound Associations Routine

Use this activity to review previously learned letter/sound associations while mixing in practice of new skills. This helps students start to automatically recognize that certain letters represent certain sounds.

- To introduce a new skill, teach students the sound for the underlined letters in the example word(s) (*tree*, *leaf*), then model how to read the word(s).
- Single-letter vowels are shown in bold. Guide students to say the vowel sound for each bold letter and then the vowel name.
- Vowels are particularly challenging for older students still developing decoding skills. The fact that the vowel names are long vowel sounds can make vowels even more confusing. Saying the vowel sound and the name helps students distinguish between short and long vowel sounds.

9. Touch under the first letters in Line 2.
 What sound? /ch/
 Next sound? /oo/ Name? o
 Next sound? /th/
 Next sound? /k/
 10. Repeat Step 9 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

- The letters **e-e** and **e-a** do not represent the sound /eee/ in Spanish or Haitian Creole. Students may say the two letters as separate vowels. Have students say the sounds for letters in Lines 1 and 3 again.

Read Words

C. NEW WORDS

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

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PREPARATION Write the following words on the board or display them onscreen: **bee**f **ea**t **sea**.

1. Look here. You are going to read words containing the letters **e-e** and **e-a**.
2. *Point to **bee**f.* My turn to sound out this word. *Touch under the letters **e-e**.* What sound? /eee/ 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. /b/eee/fff/* Sound out the word with me. Don't stop between sounds. *Slide your finger under the letters as you sound out the word. /b/eee/fff/* Run your finger under the whole word and ask: What word? **bee**f
3. *Point to **ea**t.* Let's sound out words together. *Touch under the letters **e-a**.* What sound? /eee/ Sound out the word with me. Don't stop between sounds. *Slide your finger under the letters as you sound out the word. /eee/t/* Run your finger under the whole word and ask: What word? **ea**t
4. *Point to **sea**.* Touch under the letters **e-a**. What sound? /eee/ Sound out the word with me. Don't stop between sounds. *Slide your finger under the letters as you sound out the word. /sss/eee/* Run your finger under the whole word and ask: What word? **sea**
5. Find Activity C. Now it's your turn. Touch under the first word in Line 1. Look at the underlined letters. Everyone, what sound? /eee/
6. Sound out the word to yourself. Put your thumb up when you can read the word. *Wait until thumbs are up.* What word? **bee**f
7. Next word. *Pause.* What sound? /eee/ Put your thumb up when you can read the word. What word? **ea**t
(cont.)

C. New Words Routine

Use modeling and gradual release to teach decoding of words with a new letter/sound association.

- Guide students to focus first on the underlined letters. This scaffolds word reading by connecting to students' knowledge of phonemic awareness and letter/sound associations.
- Then model how to sound out the word, saying the sounds in the first word (*bee*f) using continuous blending.
- Repeat for the other two example words with the new skill(s).
- Have students practice decoding the words in each row next. Reading words in isolation prepares students to read words in sentences and longer text.

Irregular Words

When the **Irregular Word** is present in the New Words activity, guide students to identify the irregular part(s) of the word and teach them how to approach words with irregular parts.

English Learner Support

English Learners may apply phonics knowledge from other languages when learning target skills. These notes identify similarities and differences in letter/sound associations between English and home languages. Look here for how to support students with the target skill: whether prior phonics knowledge can be leveraged from a home language or whether additional instruction and practice is needed to reinforce an unfamiliar letter/sound association.

Key: Text in Activity Routines

- Black text indicates exact words to say to students.
- *Black italics text* indicates actions the teacher takes.
- **Black bold text** indicates words said by the teacher that students can see in their book.
- **Bold magenta text** indicates correct student responses.

Walkthrough: **Teacher's Guide Routines** (cont.)

Gradual Release

As you progress through the activity, the scaffolding and support built into the routine slowly fade away. This gradual release allows students to apply skills they are building more independently, helping them gain confidence in their decoding skills and preparing them to read connected text independently.

D. Word Families Routine

Repeated reading of words with the same pattern helps students develop automatic word recognition, which contributes to reading fluency.

- Guide students to focus first on the bold word in each word family. This built-in scaffolding helps students recognize the common spelling pattern in each column.
- Timing gives students accountability and motivation to improve both accuracy and rate.

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Read Words (cont.)

8. Next word. *Pause.* What sound? /**eee**/ What word? **sea**
9. Repeat Step 8 with the words in Line 2: **say, week, tea**; Line 3: **meat, beach, need**; and Line 4: **see, lean, feed**.

Gradual Release ▲▼

10. 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? **each**
11. Next word. *Pause.* What word? **deep**
12. Next word. *Pause.* What word? **trail**
13. Repeat Step 12 with the words in Line 6: **beat, bait, beets**.

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.

D. WORD FAMILIES

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

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

1. Find Activity D. You are going to read word families, which are words that rhyme. If you know the first word in the column, you know all the words in the column.
2. Sound out the bold words in the columns. When you can read all three words, put your thumb up. *Wait until thumbs are up.* Read them with me. **see, need, eat**
3. Now, you are going to see how many words you can read in 10 seconds.

Cold Timing

4. Start with Column 1 and read each column of words.
5. 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.
6. Count the number of words that you read and record the number after **Cold Timing**.

Practice

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

Hot Timing

9. Please exchange books with your partner. *Pause.*
10. 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.
11. 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.
12. 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.
13. Please return your partner's book.

E. REVIEW WORDS

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

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1. 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.
2. 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.*
3. Get ready to read the words in Line 1 together. Begin. **paint, pant, plan, stay** Circle the word that means to not leave. *Pause.* **stay** means to not leave. If you made a mistake, cross out your word and circle **stay**.
4. 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. **Spain, pain, brain, brass** Circle the word that means the part of your body you use to think. *Pause.* **brain** is the part of your body you use to think. If you made a mistake, cross out your word and circle **brain**.
5. Read the words in Line 3 to yourself. *Wait until thumbs are up.* Read Line 3. Begin. **tray, trip, rip, step** Circle the word that means a visit to a city or town that you don't live in. *Pause.* **trip** is a visit to a city or town that you don't live in. If you made a mistake, cross out your word and circle **trip**.
6. Read the words in Line 4 to yourself. *Wait until thumbs are up.* Read Line 4. Begin. **man, main, train, trap** Circle the word that means a connected line of railroad cars that move together. *Pause.* **train** is a connected line of railroad cars that move together. If you made a mistake, cross out your word and circle **train**.
7. 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.

E. Review Words Routine

Ongoing review of learned skills helps students strengthen those skills, building toward automatic word recognition. Guide students to read one line of words at a time. Listen and offer corrective feedback whenever appropriate.

■ Making Meaning Vocabulary Support

After students read a line of words, they are given a definition, a synonym, or an antonym for one of the four words. Students then circle the word that matches the information provided.

Walkthrough: **Teacher's Guide Routines** (cont.)

F. Words With Endings Routine

Reading words with endings is a more complex pattern recognition task than word families. In some cases, it also requires students to read multisyllabic words, which are challenging for striving readers to decode.

- Make sure students read the base word before reading the word with the ending. This builds the kind of pattern recognition that helps students chunk words into manageable parts and is particularly important as they start to read more multisyllabic words.
- Learning that the ending *-ed* has three pronunciations contributes to automatic word recognition as well.

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Read Words (cont.)

F. WORDS WITH ENDINGS

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

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1. Find Activity F. You are going to read words ending in **e-d**. The ending **e-d** has three pronunciations: /t/, /d/, and /ɪd/. You have to use the correct pronunciation to make the words sound like spoken words.
2. Find Item 1. Sound out the underlined word to yourself. Put your thumb up when you can read the underlined word. *Wait until thumbs are up.* What word? **claim**
3. When the **e-d** ending is added, the word is **claimed**. What word? **claimed** **Amelia claimed that she had won.** What word? **claimed**
4. Item 2. Sound out the underlined word. Put your thumb up when you can read the underlined word. *Wait.* What word? **faint**
5. When **e-d** is added, the word is **fainted**. What word? **fainted** **The man fainted from the heat.** What word? **fainted**
6. Repeat Steps 4 and 5 with the remaining items using the following sentences.
 - During the storm, it **hailed**.
 - The students **needed** more books.
 - The car **speeded** down the highway.

MONITOR AND ADJUST

- **Correction** If students make an error in the pronunciation of an underlined base word, say the word and have them repeat it. Then have them sound out the base word and read the word.
If students mispronounce a word with the **e-d** ending, model the pronunciation and have them repeat the word.
- **Firm up** Reread the line together. Then call on individuals to read words with the **e-d** ending.

G. MULTISYLLABIC CHALLENGE WORDS

seashell | peanut | seaweed | sunbeam
payment | coffee | weekend | season

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1. Find Activity G. You are going to read long words part by part. Each part of a word has one vowel sound. What does each part of a word have? **one vowel sound**
2. 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? **sea**
3. Sound out the next part to yourself. Put your thumb up when you can say the part. *Wait until thumbs are up.* What part? **shell**
4. Say the parts again. First part? **sea** Next part? **shell**
5. Say the whole word. **seashell**
6. Repeat Steps 2–5 with the remaining words: **peanut, seaweed, sunbeam, payment, coffee, weekend, and season.**

MONITOR AND ADJUST

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

G. Multisyllabic Challenge Words Routine

Reading multisyllabic words is an important part of quickly moving students toward reading grade-level text. These words are challenging because they are longer and appear harder to decode.

- Each syllable is designated with a “scoop.” This scaffolding helps students break the words into manageable chunks for decoding.
- Students sweep their finger under each syllable as they decode it.
- After students read individual syllables, guide them to read the whole word.

H. HIGH-FREQUENCY WORDS

things little water there people
they after put saw from

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1. Find Activity H. You are going to read high-frequency words. Most of the letters in these words are pronounced as you would expect, but some are tricky. You will look carefully at their spellings.
2. Touch under the first word. This word is **things**. What word? **things** Say, spell, read. **things, t-h-i-n-g-s, things**
3. Touch under the next word. This word is **little**. What word? **little** Say, spell, read. **little, l-i-t-t-l-e, little**
4. Repeat Step 3 with the remaining words: **water, there, people, they, after, put, saw, and from**.
5. Let's read these words again. Have students reread the words together. **things, little, water, there, people, they, after, put, saw, from**

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**

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.

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1. Find Activity I. 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. Can fish freeze in seawater?*
4. Let's read the sentence together. Begin. **Can fish freeze in seawater?**
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. There is a little breeze from the sea.*
7. Let's read the sentence together. Begin. **There is a little breeze from the sea.**
8. Repeat Steps 5–7 with the remaining sentences.
 - **They need to put the crayons in the box.**
 - **After my dog did a trick, I fed him a treat from the bag.**
 - **Some people have a plan to stay in Spain for a week.**

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.

H. High-Frequency Words Routine

Knowing high-frequency words contributes to fluent reading because students develop automatic word recognition of the words they encounter the most frequently. *Phonics for Reading* lessons teach three kinds of high-frequency words:

- Words with irregular spelling patterns.
- Words with regular spelling patterns that students have already learned.
- Words with regular spelling patterns that students need to be able to read but have not yet learned.

I. Sentences Routine

Reading sentences moves students from word-level practice to reading connected text. The sentences include words with the target skill(s), high-frequency words, and words with previously learned skills.

- Model reading a sentence with appropriate phrasing and prosody.
- Then read the sentence with students, guiding them to read with appropriate phrasing and prosody.

Walkthrough: **Teacher's Guide Routines** (cont.)

J. Spelling Routine

Another word for spelling is encoding: students hear the sounds in a word and must map those sounds to letters. Encoding and decoding work together to strengthen reading skills.

- Dictate each word, one at a time. Students spell both single-syllable and multisyllabic words.
- Review the correct spelling of the word so students can check their word.
- Ask students to write the word again correctly for practice.
- Finally, dictate the sentence, which includes words with the target skill(s), high-frequency words, and words with previously learned skills.

Preparation

In some activities, important details to be aware of and resources to prepare ahead of teaching the activity are listed here.

UNIT 2 • Lesson 4

Spell Words

J. SPELLING JOURNAL

1. week	week
2. beach	beach
3. peanut	peanut
4. seashell	seashell
5. Fish swim in the deep sea.	

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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 195 for spelling dictation. *Wait until students have located the Spelling Journal and Lesson 4.* Remember, don't write until I ask you to.

Single-Syllable Words

2. The first word is **week**. What word? **week** Put out three fingers. *Put three fingers in front of you.* Touch your fingers and say each sound. /w/w/ /ēēē/ /k/
3. Say the sounds as you write **week**. *Monitor.*
4. Look at your word. Does it look like the word **week**? If not, fix it up.
5. Write **week** on the board or display it onscreen. Spell **week** with me. *Touch under the letters and spell week.* **w-e-e-k**
6. Check your word. If you misspelled it, cross it out. *Pause.*
7. Now, cover up the word **week** and write it from memory. *Monitor.* Check the word.
8. Repeat Steps 2–7 with the word **beach**.

Multisyllabic Words

9. Your next spelling word is **peanut**. What word? **peanut** Tap and say the word parts in **peanut**. **pea-nut**
10. Say the word parts as you write **peanut**. *Monitor.*
11. Look at your word. Does it look like the word **peanut**? If not, fix it up.
12. Write **peanut** on the board or display it onscreen. Spell **peanut** with me. First part: **p-e-a** Next part: **n-u-t**
13. Check your word. If you misspelled it, cross it out. *Pause.*
14. Now, cover up the word **peanut** and write it from memory. *Monitor.* Check the word.
15. Repeat Steps 9–14 with the word **seashell**.

Sentence

16. Listen. **Fish swim in the deep sea.** Say the sentence. **Fish swim in the deep sea.**
17. Write the sentence. Write neatly. *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 a word, cross it out and write it correctly over the misspelled word. *Monitor.*
20. Count the number of words that you spelled correctly in Lines 1–4 and write the number after **My Points**.

K. Decodable Text

Reading connected text is the culminating activity in each lesson. Each lesson builds to this point as students complete the other types of activities.

UNIT 2 • Lesson 4

Read Text

K. DECODABLE INFORMATIVE TEXT

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.

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PREPARATION Access the **Teacher Toolbox** to download:
• copies of the text for Fluency Check

OPTIONAL

- displays of the comprehension questions and answer stems
- Essential Category materials (**large bodies of water**), to teach prior to passage reading

1. Turn to page 22. Find Activity K. *Pause*. This informative passage is about one aspect of nature, seas and oceans. We will learn how seas and oceans are used, why they are important, and how they can be damaged.
2. Touch the title of the passage. Let's read the title together. **People Need Seas**
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 "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.*
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.*

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6. **Third Read:** 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 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 sentence stem and give the answer. Note: If you downloaded the displays, show the question and sentence stem.

- Why is it important that ships sail from one place to another?
Begin by saying: It is important that ships sail from one place to another because _____. **It is important that ships sail from one place to another because they get things to people that need them.**

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.

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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.*

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.*

(cont.)

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Repeated Reading

Multiple readings of a text build fluency and reading confidence.

- For the first read, direct students to read the part to themselves and select several students to listen to while they whisper read.
- For the second read, read the part aloud with students, demonstrating appropriate phrasing and prosody. Direct students to use their fingers to track words as they read.
- If doing the optional third read, choose the best option to support student needs – partner reading or individual students reading aloud. Additional scaffolding is offered to help students support each other while reading.

Making Meaning Comprehension Scaffolds

Varied types of scaffolding support students as they build comprehension skills at the same time as their decoding skills. This prepares students for the comprehension demands of grade-level texts.

- Read the question and sentence stem aloud.
- The sentence stem helps students learn how to appropriately answer using information from the question and evidence from the text.

Preparation for Reading

- Start by setting the purpose for reading.
- Read the title with students.
- Read the **Teacher Reads** to provide necessary background knowledge and vocabulary for the text part.
- When present, preview bold non-decodable words from the text so students know how to read them.

Walkthrough: **Teacher's Guide Routines** (cont.)

Text Routine

It is easier for readers who experience challenges with decoding to read a longer text in parts. Using the same routine for each part of the text provides structure and scaffolding for students to read and check their comprehension. Students learn what is expected of them as they read, and learn how to think about what they read to show understanding.

Fluency Routines

- **Repeated Reading** Students attempt to read more words correctly each time. Each reading is done in a different type of grouping to allow for a variety of practice.
- **Optional Partner Reading** These come after students have read the part twice. Students support one another with reading difficult words and improving their reading skills, while the teacher monitors.
- **Individual Turns** Within the text routine, the teacher listens to students whisper read on their first read of a text part. In addition, there are optional opportunities for students to read individually during the Third Read and Fluency Check.
- **Timed Reading** Optional Fluency Checks via a variety of groupings allow students to read aloud for one minute from a text they have read before.

Additional Fluency Resources

Additional resources for developing fluency can be found in the **Teacher Toolbox**. These include:

- Copies of the texts found in the Student Book
- Additional texts to read for more practice
- Other fluency-building activities

UNIT 2 • Lesson 4

Read Text (cont.)

11. **Third Read:** Select the best option for your group, **Partner Reading** or **Individual Turns**.

Comprehension – Part 2

12. 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 is the main thing people eat from seas?
Begin by saying: The main thing people eat from seas is _____. **The main thing people eat from seas is fish.**
 - What other sea animals do people eat?
Begin by saying: Other sea animals that people eat are _____. **Other sea animals that people eat are (Answers will vary: clams; crabs; bass).**
 - What is one sea plant people eat?
Begin by saying: One sea plant people eat is _____. **One sea plant people eat is seaweed.**

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](#)
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13. Find Part 3 and follow along as I read the introduction. Have students touch under the words as you read.

Repeated Reading – Part 3

14. **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.*
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:** Select the best option for your group, **Partner Reading** or **Individual Turns**.

Comprehension – Part 3

17. 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 can people do at the beach?
Begin by saying: At the beach, people can _____.
At the beach, people can (Answers will vary: pick up seashells; fill a pail with sand; swim in the deep seawater; get on ships with sails).
 - What would you do at the beach?
Begin by saying: At the beach, I would _____.
At the beach, I would (Answers will vary).
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.*



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

Learn More

Imagine eating a poisonous fish! Some people enjoy eating the poisonous blowfish, known as fugu in Japan. It takes careful preparation to remove the poisonous parts. A mistake by a chef could be deadly for diners.

Fluency Check

20. Select individual students to read aloud to you. Use the downloaded text copy and follow the steps on page 33. After reading, have students graph Correct Words Per Minute on their Reading Fluency Graph. Have students set reading goals for fluency and discuss progress.

MONITOR AND ADJUST

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

■ Making Meaning Build Knowledge

When there is **Learn More** information, share it with students. This information adds another layer of detail to what students learned from the text and expands their background knowledge.

■ Making Meaning Comprehension Support

After reading the text, guide students to match each picture to the text part it represents. Support students as they discuss their choices, encouraging them to use evidence from the text.

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

- WHY** are there ships that sail from east to west?
There are ships that sail from east to west to get things to people.
- WHAT** are some things people fill ships with?
People fill ships with Answers will vary: beans; tea; wheat.

► Part 2

- WHAT** is the main thing people eat from seas?
The main thing people eat from seas is fish.
- WHAT** can people feast on from seas?
People can feast on Answers will vary: clams; crabs; bass.
- WHAT** is a sea plant that people eat?
A sea plant that people eat is seaweed.

► Part 3

- 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.
- 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.
- WHAT** are seas spots for?
Seas are spots for work and play.

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General Directions for Independent Activities 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.
- 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.

M. MORE PRACTICE

Lesson 4

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

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

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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.
- Have students count the number of correct items and record the number after the activity's **My Points**.
- Have students correct any errors after the feedback has been given.

■ Making Meaning

L. Text Comprehension Activities

Students answer written comprehension questions after reading each text. The oral comprehension questions completed during the text routine prepare students to answer these questions.

- Read the activity directions with students.
- Have students complete the first item, then provide feedback on their responses.
- Use one of the provided options for completing the activity, based on student need.

M. More Practice Activities

Additional practice activities allow students opportunities to apply their skills in different formats.

- Guide students through the additional practice activities, which vary by level and type.
- Students will further apply decoding skills, knowledge of high-frequency words, and text reading skills to demonstrate what they have learned.