

Walkthrough: Student Book Lesson

Students practice reading words in isolation and then work their way up to reading words in meaningful, connected text. Use Student Lessons together with the Teacher's Guide Routines.

A. Phonemic Awareness

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

B. Letter/Sound Associations

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

C. New Words

Reading individual words builds on what students have learned about phonemic awareness and letter/sound associations.

- Students say the sound for the underlined letter first, then decode the whole word.
- The last two rows provided practice without this scaffolding.
- Words chosen include review of previously learned skills.

D. Word Families

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

- Students read the first word in each column (*am, an, in*).
- Then students read as many words as possible in one column at a time, with a partner timing them for 10 seconds.
- Students then practice reading each column of words.
- Students are timed again to read as many words as possible in 10 seconds.
- Words chosen include target skill and review words.

UNIT 1

Lesson
1

OBJECTIVES:

- to read and spell words containing *a* and *i*

Say Sounds

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

B. Letter/Sound Associations Look at the letter. Listen to your teacher say the sound. Then say the sound.

		<u>r</u> an		<u>s</u> it	
1.	a	i	a	s	i
2.	r	a	n	b	t
3.	l	i	a	f	a
4.	p	a	m	i	d
5.	j	i	a	h	w

Read Words

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

1.	<u>a</u> m	<u>i</u> n	S <u>a</u> m
2.	<u>a</u> n	N <u>a</u> n	f <u>i</u> t
3.	<u>m</u> an	<u>s</u> at	<u>s</u> it
4.	f <u>a</u> t	s <u>a</u> d	l <u>i</u> p
5.	r <u>i</u> p	r <u>a</u> n	l <u>a</u> p

D. Word Families Read down. Read rapidly.

<u>a</u> m Sam ham jam ram	<u>a</u> n man Nan ran can	<u>i</u> n tin pin win fin
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10 Second Challenge

Cold Timing ___ words read

Practice ___ words read

Hot Timing ___ words read

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Student Engagement

10 Second Challenge activities, My Points boxes, and end-of-lesson progress boxes allow students to monitor their progress.

E. Multisyllabic Challenge Words

The scope and sequence includes instruction in multisyllabic words from the first lesson. Students read multisyllabic words by reading each individual syllable first then reading the whole word.

- Some words have the target phonics skill (*fabric*).
- Some words also have review skills.

Lesson 1

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

admit fabric rabbit rapid attic

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

to on the with my
little and school he her

Spell Words

- **G. Spelling Journal** Turn to the Spelling Journal on page 150.

Read Text

- **H. Decodable Sentence Expansion** Read each set of sentences. Then expand the last sentence by telling **where**. Select the picture that goes with each set.

1. Nan had a rabbit.
Nan had a little rabbit.
Nan had a little rabbit on her lap.
... , Nan had a little rabbit on her lap.



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2. The man had fabric.
The man had fabric with a rip.
The man had fabric with a little rip.
... , the man had fabric with a little rip.



1

3. Sam ran.
Sam, a fit man, ran.
Sam, a fit man, ran a rapid lap.
... , Sam, a fit man, ran a rapid lap.



2

Multimodal Instruction

Throughout the program, students use multiple modalities to respond: They see, hear, say, write, and gesture. Here, students trace the "scoops" to break the word into decodable parts.

F. High-Frequency Words

Students read high-frequency words with regular and irregular spellings. Similar words are taught together throughout each level. In this level, there is also a focus on irregular spellings in words. Previously taught words are also reviewed in each lesson.

G. Spelling Journal

Students spell single-syllable and multisyllabic words, both of which have the target skill.

- Students write a dictated word.
- Students check the spelling of their word against the correct spelling and correct their word as needed.
- Students then cover up their word and write the word again from memory.
- They repeat this process for all words.
- Then students write a dictated sentence.

H. Decodable Sentence Expansion and Texts

Students apply their developing decoding skills and knowledge of high-frequency words to read each set of sentences or text.

- Each set of sentences or text is 100% readable through a combination of decodable words and high-frequency words.
- Students read the set of sentences or text several times in a lesson through repeated readings.

How Level A Progresses

Students' ability to read connected text grows rapidly across Level A.

- In the first half of the level, students read three sets of sentences, with each sentence in a set expanding on the previous one. For the last sentence, students orally expand the sentence by inserting a phrase based on a category (i.e., where, when).
- In the second half of the level, students read sets of three distinct passages, then move to reading longer passages with three parts.

■ Making Meaning Comprehension Support

- Each set of sentences includes one image related to it. Each text includes one image related to it or to each text part. After reading, students will label each image to match the set of sentences, text, or text part it represents.
- For Sentence Expansion, students expand the last sentence by adding a phrase that tells where or when.
- For short texts and text parts, students answer oral comprehension questions.

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

I.–J. More Practice

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

Independent Practice

I. **More Practice 1** Fill in each blank with the best word.

1. Sam **sat** _____ with Nan. fat sat cat
2. Nan **ran** _____ to school. ran tan man
3. The man is **fit** _____. sit fit sat
4. The **fat** _____ cat can nap. bat mat fat
5. Nan bit her **lip** _____. lip lap sip
6. He can **sit** _____ on the mat. rip sit tip
7. My **hat** _____ has a rip in it. hat hid hit
8. The little cat sat on **Nan** _____. nap tap Nan
9. Nan is **sad** _____. sat sad sit
10. I am **Sam** _____. Sam sit sat

My Points _____

J. More Practice 2 Draw a line under the sentence that goes best with each picture.

1. Sam ran to school.



Sam sat in school.

2. He sat on a lap.



He sat on a lip.

3. Nan had an attic.



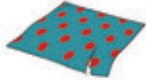
Nan had a rabbit.

4. My little rabbit ran.



My little rabbit sat.

5. The fabric has a lip.



The fabric has a rip.

6. The rabbit is fat.



The rabbit is on my lap.

7. Sam and Nan ran.



The man ran.

8. Sam is a little sad.



Sam ran in the attic.

My Points _____

Lesson completed



Unit Check-Up

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

Unit Check-Up Show what you have learned.

