Phonics for Reading®

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SAMPLE LESSON

Unit 2, Lesson 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/III/

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

| | tr <u>ee</u> | | l <u>ea</u> f | | |
|----|--------------|----|---------------|----|------|
| 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 | p 20 |

- 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/

9. Touch under the first letters in Line 2.

What sound? /ch/

Next sound? /ooo/ 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. | b <u>ee</u> f | <u>ea</u> t | s <u>ea</u> | |
|----|---------------|----------------|---------------|------|
| 2. | say | w <u>ee</u> k | t <u>ea</u> | |
| 3. | m <u>ea</u> t | b <u>ea</u> ch | n <u>ee</u> d | |
| 4. | s <u>ee</u> | l <u>ea</u> n | <u>fee</u> d | |
| 5. | each | deep | trail | |
| 6. | beat | bait | beets | p 20 |

PREPARATION Write the following words on the board or display them onscreen: **beef eat sea**.

- 1. Look here. You are going to read words containing the letters **e-e** and **e-a**.
- 2. Point to beef. 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? beef
- 3. Point to eat. 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? eat
- 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
 your 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? **beef**
- 7. Next word. *Pause*. What sound? /eee/ Put your thumb up when you can read the word. What word? eat

(cont.)

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.

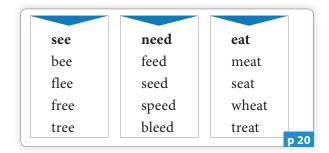
Gradual Release

- **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



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.

O 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**.

O 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**.

O 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 | 21 |

- 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*.
- 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.

Read Words (cont.)

F. WORDS WITH ENDINGS



- Find Activity F. You are going to read words ending in e-d. The ending e-d has three pronunciations: /t/, /d/, and /id/. 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



- 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

repeat it.

- 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
- **Firm up** Call on individuals to read several words.

H. HIGH-FREQUENCY WORDS

things little water there people
they after put saw from

- 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.
- 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.

Spell Words

J. SPELLING JOURNAL

| 1. week | week |
|--|----------|
| _{2.} beach | beach |
| 3. peanut | peanut |
| 4. seashell | seashell |
| _{5.} Fish swim in the deep sea. | |
| | p 195 |

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. /www//eee//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.
- 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.
- 7. Now write the word **week** again on the line to the right. *Monitor*. Check the word.
- **8**. Repeat Steps 2–7 with the word **beach**.

Multisyllabic Words

- 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 write the word **peanut** again on the line to the right. *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. *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 a word, cross it out and write it correctly over the misspelled word.

 Monitor.
- **20.** 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 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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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 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.
 - 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.*

6. Third Read (Optional): *Select the best option for your aroup.*

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).

- People eat things from seas. The main thing people
- eat is fish. Some fish is fresh. But to get fish from seas
- to shops, people may freeze the fish to keep it fresh.
- People can feast on clams, crabs, and bass from seas.
- 93 Some people eat fish eggs and seaweed. Seaweed is a
- 03 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.)

Read Text (cont.)

11. **Third Read (Optional)**: 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.

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

Learn More

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 (Optional)**: 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

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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 (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. WHY are there ships that sail from east to west? |
| There are ships that sail from east to west to get things to people . |
| 2. WHAT are some things people fill ships with? |
| People fill ships with Answers will vary: beans; tea; wheat _ |
| ▶ Part 2 |
| 3. WHAT is the main thing people eat from seas? |
| The main thing people eat from seas is fish |
| 4. WHAT can people feast on from seas? |
| People can feast on Answers will vary: clams; crabs; bass . |
| 5. WHAT is a sea plant that people eat? |
| A sea plant that people eat is seaweed. |
| A sea plant that people eat is |
| ▶ Part 3 |
| 6. HOW can people have fun on land at the beach? |
| On land at the beach, people can Answers will vary: pick up |
| seashells; fill a pail with sand |
| 7. HOW can people have fun in the sea at the beach? |
| In the sea at the beach, people can Answers will vary: swim; |
| get on ships with sails 8. WHAT are seas spots for? |
| Seas are spots for work and play . |
| |
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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.
- **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

| | | L | esson 4 |
|--|-------|------|---------|
| M. More Practice Fill in each blank with the best word. | | | |
| 1. Edwin saw a bee on the leaf. | meat | bee | sea |
| 2. Alec will <u>meet</u> Viv after class. | tea | beef | meet |
| 3. I will feed my cat when I eat. | feed | leaf | beach |
| 4. I have a math test thisweek | eat | week | beat |
| 5. The man gets water for a cup oftea | tea | need | see |
| 6. We get fish from the | beets | sea | eat |
| 7. Will each kid get a peach for snack? | deep | beef | each |
| 8. Some people eat seaweed. | see | eat | need |
| 9. What can you see in water that is notdeep? | beat | deep | meat |
| 10. Abbee will lead the class to the bus. | lead | beef | see |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | p 2 |

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.