

YOU WILL NEED

- *The Three Pigs*, Level D
- *Clouds*, Level C
- *Look!* Level A
- magnetic letters: *r, u, n, a, d, d, i, t, h, e, n*
- word bags

Visit fountasandpinnell.com/resources to download technological resources to support this lesson, including:

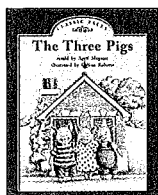
- picture cards: *rake, blade*
- word cards: *ran, did, then*
- fold sheet
- Parent Letter

SYSTEM **Green**

NEW BOOK ***The Three Pigs***

GENRE **Fiction**

LEVEL **D**
LESSON **41**



NEW BOOK
The Three Pigs, Level D



REREADING
Clouds, Level C
Look! Level A

Goals

- Understand and identify patterns in words that end in silent e.
- Recognize and use consonant clusters.
- Recognize high-frequency words quickly and automatically.
- Use meaning, language structure, and visual information to self-monitor, self-correct, and solve new words.
- Change letters in a known word to make new words.
- Read dialogue with expression.
- Read without finger pointing.
- Read with phrasing and attention to punctuation.
- Follow the events in a traditional tale and recognize traditional characters.
- Bring background knowledge of a traditional story to the reading of a new version.

Analysis of New Book Characteristics



The Three Pigs, Level D

GENRE/Form

- Narrative fiction/Play
- Traditional Literature
- *Classic Tales Series*

TEXT STRUCTURE

- Sequence of episodes: wolf blows down two houses and tries to blow down third
- Ending with wolf running away
- Text rewritten as a play at the end

CONTENT

- Wolves eating pigs
- Talking animals in a traditional tale

THEMES AND IDEAS

- Contrast of foolish versus wise (pigs)
- Cleverness defeating danger

LANGUAGE AND LITERARY FEATURES

- Traditional characters
- Repetitive dialogue
- Story problem and resolution
- Literary language (*and he did*)

SENTENCE COMPLEXITY

- Two or three sentences on most pages
- Sentences three to ten words long
- Past tense
- Prepositional phrases
- Similar patterns repeated but with variety in words and phrases
- Dialogue between two speakers

VOCABULARY

- Names for characters: *wolf, pig, narrator*
- Action words: *blow, ran*

WORDS

- High-frequency words: *let, me, in, said, the, no, one, little, then, I, will, your, down, and, he, did, ran, but, not, get, went*
- One-syllable words and only one two-syllable word (*little*)
- See the Word Analysis Charts in the *Program Guide* for specific words in each category.

ILLUSTRATIONS

- Full-page paintings on most pages
- Close match between pictures and text
- Speech bubbles on page 15

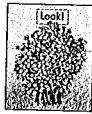
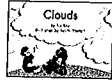
BOOK AND PRINT FEATURES

- Large font
- Embellished capital letter on page 1
- Ample space between words
- Two to six lines on each page of print
- Print in white space on every page
- Periods, exclamation point, commas, quotation marks

► Rereading Books



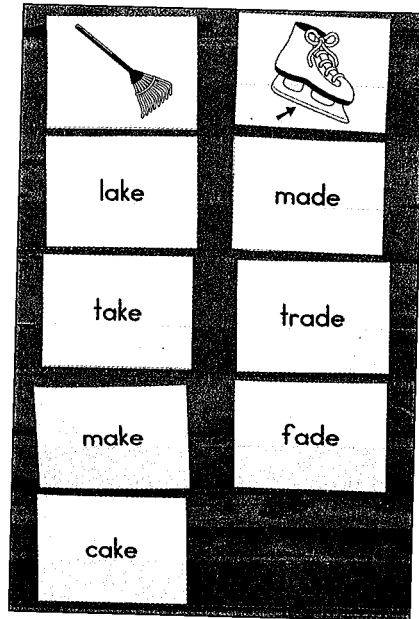
PROMPTING GUIDE, PART 1
Refer to *Prompting Guide, Part 1* as needed.



- *Clouds*, Level C
- *Look!* Level A

- Invite the children to reread *Clouds* and *Look!*
- As the children reread, prompt for reading in phrases, as needed, e.g., “Listen to me read.” “Can you read it like that?” “Read these words quickly.”
- If time allows, have children locate a few high-frequency words on some of the pages.

► Phonics/Word Work



- **PRINCIPLE** Recognizing and using phonograms with a vowel-consonant-silent *e* (VCe) pattern: *-ade, -ace, -age, -ake, -ale, -ame, -ane, -ape, -ate, -ice, -ide, -ike, -ile, -ime, -ine, -ite, -ive, -obe, -oke, -ope, -ore*

“You can see patterns in words.”

“The patterns in words will help you read and write them.”

- Suggested language: “You have been learning about word parts or patterns. The pattern can help you read a word or write a new word. Today you are going to look at two new patterns.”
- Place a picture card of a *rake* at the top of the pocket chart. Ask children to say the picture name slowly, thinking about the sounds. “What letter would you expect to see at the beginning of *rake*?” Write *r* on a whiteboard. Have children say *rake* again and think about the next letter. Write the *a* and then repeat for the *k*. You may want to tell children that in *rake* the *a* has the sound of its name.
- “At the end of *rake*, you add an *e* to make it look right. You do not hear the *e*. It is a silent *e*.” Add the *e*, and ask children to read the word.
- Add word cards *lake, take, make, cake* one at a time, under *rake*. When finished, have children read the entire column.
- Using the picture card *blade* and word cards *made, trade, and fade*, repeat the process. Point out to the children that the letters *t* and *r* often go together.
- Remove the word cards. Deal them to children to take turns saying the word and placing it under the picture card for the pattern.



The Three Pigs,
Level D



PROMPTING GUIDE, PART 1
Refer to *Prompting Guide*,
Part 1 as needed.



PROMPTING GUIDE, PART 1
Refer to *Prompting Guide*,
Part 1 as needed.

Introducing the Text

- Introduce children to the book by showing the cover of *The Three Pigs*. Suggested language: “What do you know about these little pigs? Yes, they each built a house, and the wolf tried to get in because he wanted to eat them.”
- “Turn to pages 2 and 3. What do you notice? There’s one little pig and her house of straw. Yes, and the wolf is saying, ‘Let me in.’ Say *let*. What letter would come first in *let*? Yes, it’s an *l*. Find *let*. It has an uppercase *L* because it starts the sentence. Run your finger under *Let*, and say it.”
- “You know what the pig said. The wolf got angry and said, ‘Then I will blow your house down.’”
- “Turn to pages 4 and 5. Say the word *then*. It starts like *the* with two letters, *th*, together. Find *then*. It has an uppercase *T* because it starts the sentence. Run your finger under *Then* and say it. What do you notice in the picture?”
- “Turn to pages 6 and 7 to see what the little pig did. Now there will be two little pigs in the wood house. What do you think the wolf will do next?”
- “Well, you will find out. Turn back to the beginning and read to find out what happens to the little pigs and the wolf in this story. Try to read with your eyes and not your finger.”

Reading the Text

- As children read, prompt for reading the dialogue with expression, e.g., “Read it like you’re talking.”

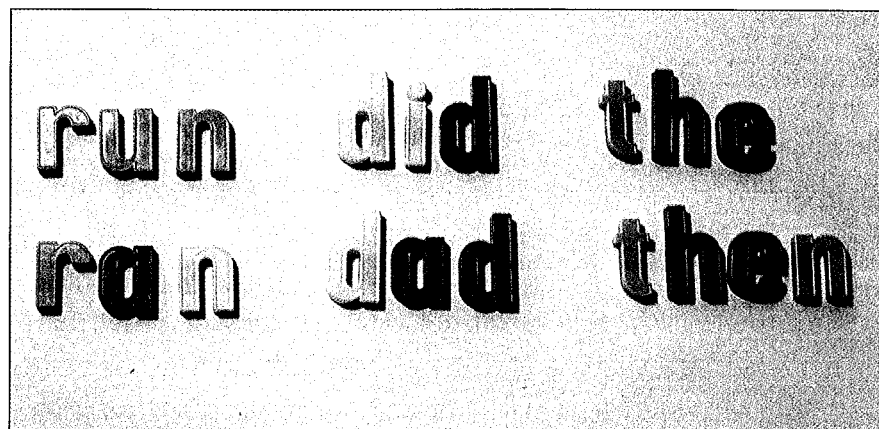
Discussing and Revisiting the Text

Ask children how this story is like other *Three Little Pigs* stories they have heard. Prompt them to discuss likenesses and differences between the stories. Some key understandings children may express are:

- The wolf blows down the first two pigs’ houses but can’t blow down the third. The wolf gets burned when he tries to climb down the chimney.
- The first two pigs built their houses out of weak materials (sticks and straw), but the third pig built his house out of strong bricks. [Invite children to talk about what they think of the three pigs, e.g., the first two were silly, but the third one was smart. Accept any reasonable response.]
- This story reminds me of _____. [Encourage any reasonable response such as another *Three Little Pigs* story. Invite children to talk about the similarities and differences between the two stories.]

Teaching Points

- Based on your observations, use *Prompting Guide, Part 1* to select a teaching point that will be most helpful to the readers.
- Point out quotation marks and bold print on pages 14 and 16. Talk about how to read words in bold print. Have a child demonstrate.



- On the whiteboard, make *run* with magnetic letters. Have children say the word as you run a finger under it. Show children how to change the middle letter to make *ran*.
- Make *did* with magnetic letters from left to right, and change it to *dad*.
- Make *the*. Show children how to make *then* by adding an *n*.
- “There are many ways to learn new words.” Ask children to think of the different things they can try to solve a new word. (Think about the sounds and letters. Say and write it left to right. Think about a word you know that is like it. Change something to make a new word.)

Word Bags

- Children should now have fewer words in their word bags. Give children the word cards *ran*, *did*, and *then*.
- Have children read through all of the word cards they have in their word bags.

Oral Game

- If time allows, play an oral game of segmenting. Say a word and then have the children segment it, e.g., *man*, *m-an*; *hot*, *h-ot*; *but*, *b-ut*; *sun*, *s-un*; *cup*, *c-up*. Alternatively, say the word in onset and rime segments and have children blend it (*m-an*, *man*).

Classroom Connection

Green #41 Name: Kerin

2 letters	3 letters	4 letters	5 letters
so no at my me in on it	but see our the got man	want play from make come	likes loves plays

- Have children bring to the classroom their word bags and a four-column fold sheet with columns numbered 2, 3, 4, or 5 letters (see Online Resources site).
- In the classroom, have children sort their word cards by the number of letters in each. Have them write each of the words in the appropriate column and then read the column to a partner.
- Give the children the take-home book *Look!* to reread in the classroom.
- Have children take home the fold sheet to read to their families.
- Give children the take-home book *Look!* to read to family members.

Home/School Connection

Assessing Reading and Writing Behaviors

Observe to find evidence that children can:

- understand and identify patterns in words that end in silent e.
- recognize and use consonant clusters to solve words.
- use meaning, language structure, and visual information to self-monitor, self-correct, and solve new words.
- recognize high-frequency words quickly.
- begin to be flexible in word solving.
- quickly change letters in a known word to make new words.
- read in phrases and read dialogue with expression.
- use punctuation to guide reading.
- connect the text with the traditional story (or if they do not know the story, check whether they understand it as a new story).

Supporting English Language Learners

To support English language learners, you can:

- **check** to be sure children can recognize and understand all the pictures and words used in Phonics and Letter/Word Work.
- **monitor** for understanding that a silent letter makes no sound.
- **introduce** the plot and events, if children are unfamiliar with this tale.
- **have** children say the dialogue to familiarize them with the language structure.
- **ask** children to repeat "And he did" to become familiar with that structure.
- **find** *ran* and discuss the medial vowel. Recall *ran* means it already happened.
- **use** pictures to help children in discussing the story.
- **guide** children in comparing and contrasting other stories of the three pigs. If possible, have other versions in class available for reading and discussion.
- **expand** children's language in a conversational way.
- **demonstrate** fluent reading by taking a breath at commas and lowering your voice and stopping for a moment at periods.

Professional Development Links



When Readers Struggle: Teaching That Works

Chapter 7: Language Matters: Talking, Reading, and Writing. Use this chapter to understand how to help children use language structure as a source of information in reading.



Professional Development and Tutorial DVDs, *LLI Green System*

View the section on Instructional Routines (Teaching Within the *LLI* Lesson) to notice how the teachers use language in precise ways.



Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8

Chapter 25 (pp. 399–405). Use this chapter to explore how the introduction and discussion can support effective processing of fiction texts.

YOU WILL NEED

- *Snap!* Level B
- *Look!* Level A
- *The Three Pigs*, Level D
- *My Writing Book*
- magnetic letters
- pocket chart from Lesson 41

Visit fountasandpinnell.com/resources to download technological resources to support this lesson, including:

- picture card: *bike*
- word cards: *bike, hike, like*
- Recording Form for *The Three Pigs*
- fold sheet
- Parent Letter

SYSTEM **Green**

NEW BOOK ***Snap!***

GENRE **Fiction**



NEW BOOK
Snap! Level B



REREADING
Look! Level A
The Three Pigs, Level D

Goals

- Understand and identify patterns in words that end in silent e.
- Recognize high-frequency words quickly and automatically.
- Understand that there are several different ways to solve words.
- Change letters in a known word to make new words.
- Read without finger pointing.
- Read with some phrasing.
- Compose two or three sentences about a topic.
- Write several high-frequency words quickly.
- Write with end punctuation and a capital letter at the beginning of a sentence.
- Follow the events in a simple story and understand the conclusion.
- Bring background knowledge of a traditional story to the reading of a new version.

Analysis of New Book Characteristics



Snap! Level B

GENRE/Form

- Fiction
- Simple animal fantasy

TEXT STRUCTURE

- Simple repetitive structure
- Surprise ending

CONTENT

- Concept of turtle eating flies

THEMES AND IDEAS

- Watching and waiting to capture food
- Quick action

LANGUAGE AND LITERARY FEATURES

- NA

SENTENCE COMPLEXITY

- One seven-word simple sentence on every left page, except last page
- Present tense
- Repeating pattern that does not vary until the last page

VOCABULARY

- Action words: *can, see, snap*
- Content words: *turtle, grass, trees, water, duck, frog, fly*

WORDS

- High-frequency words: *the, little, can, see, a*
- One- and two-syllable words
- See the Word Analysis Charts in the *Program Guide* for specific words in each category.

ILLUSTRATIONS

- Drawings on every right page
- Close match between pictures and text

BOOK AND PRINT FEATURES

- Large font
- Ample space between words
- Two lines on each page of print
- Periods and exclamation point

► Rereading Books and Assessment

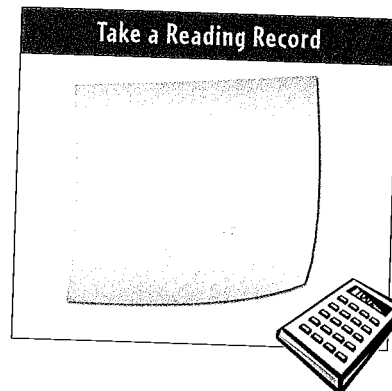


PROMPTING GUIDE, PART 1
Refer to *Prompting Guide, Part 1* as needed

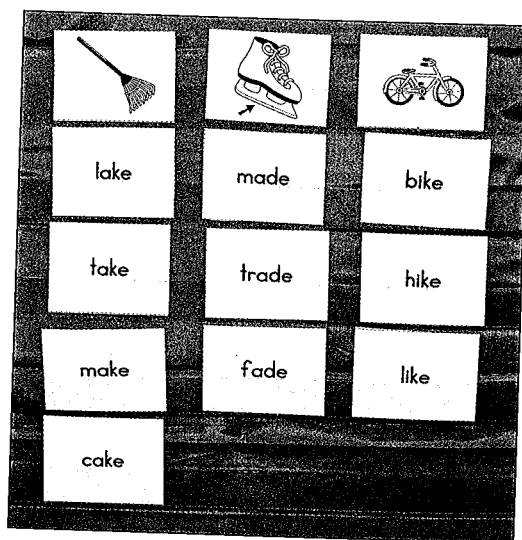


- *Look!* Level A
- *The Three Pigs*, Level D

- ▣ Listen to one child read *The Three Pigs* as you code the reading behavior on the Recording Form, have a brief comprehension conversation, and make a teaching point that you think will be most helpful to the reader. Score and analyze the reading record following the lesson.
- ▣ Have the other children reread *Look!* and then do the play for *The Three Pigs* as a group.
- ▣ As the children reread the play, prompt for phrasing, appropriate word stress, pausing for punctuation, and intonation, as needed; e.g., “Make it sound like talking” or “Make a full stop.”



► Phonics/Word Work



- ▣ **PRINCIPLE** Recognizing and using phonograms with a vowel-consonant-silent *e* (VCe) pattern: *-ade, -ace, -age, -ake, -ale, -ame, -ane, -ape, -ate, -ice, -ide, -ike, -ile, -ime, -ine, -ite, -ive, -obe, -oke, -ope, -ore*

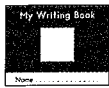
“You can see patterns in words.”

“The patterns in words will help you read and write them.”

- ▣ Have children read the patterns they learned yesterday from the pocket chart begun in Lesson 41: *rake, lake, take, make, cake, made, trade, and fade*.
- ▣ Add the picture card of a bike to the next column of the pocket chart. Ask children to say *bike* slowly, thinking about the sounds. “Say *bike*. What letter would you expect to see at the beginning?” Write *b* on the whiteboard. Have children say *bike* again and think about the next letter. Write *i* next to *b*. Repeat for *k*. You may want to tell children that in *bike*, *i* has the sound of its name.
- ▣ “At the end of *bike*, you add an *e* to make it look right. You do not hear the *e*. It is a silent *e*.” Add the *e* and ask children to read the word. Add word cards *bike, hike, and like* under the picture card *bike*. Finally, have children read the entire column.

► Writing About Reading

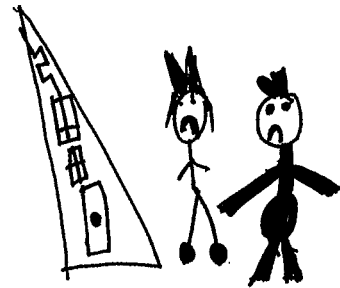
Independent Writing



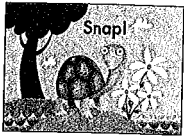
- MY WRITING BOOK
- PROMPTING GUIDE, PART 1
Refer to *Prompting Guide, Part 1* as needed.

The little pig made
a house with wood.
The wolf said let
me in.

The pig said no.



- If time allows, you may want to begin by having each child read recent pages from *My Writing Book*. Occasionally ask the child to locate a word in a sentence read.
- Talk with the children about *The Three Pigs* and how they escaped from the wolf. Have them talk about how the pigs treated the wolf.
- Use independent writing to have the children construct one or two sentences about the pig and the wolf, e.g.,
The little pig made a house with wood.
The wolf said let me in.
The pig said no.
- Prompt for slowly saying and listening for easy-to-hear sounds in the words *pig*, *mad*, and *let*. You may want to prompt for them to quickly write the easy high-frequency words *the*, *me*, and *in*. You may also need to write a few word parts or words that are too difficult on the whiteboard or in their books.
- Reinforce good spacing and the use of an uppercase letter to start each sentence.
- If time allows, have each child read the sentence he wrote.



Snap!
Level B



PROMPTING GUIDE, PART 1
Refer to *Prompting Guide, Part 1* as needed.



PROMPTING GUIDE, PART 1
Refer to *Prompting Guide, Part 1* as needed.

Introducing the Text

- Introduce children to the book by asking them if they have ever watched animals in a lake or pond. Have them share their experiences. Suggested language: “This book is called *Snap!* In this book, Little Turtle tells all the things she can see when she moves around. What are some things you think she can see?”
- “Turn to pages 2 and 3. What can Little Turtle see? Yes, she can see the grass.”
- “Turn to pages 10 and 11. What can she see now? Yes, she can see a duck. Say *can*. What letter will come first in *can*? Find it. Run your finger under it and say *can*.”
- “Turn to page 14. Now what can Little Turtle see? What do you think she is thinking about the fly?”
- “Turn the page. So what did Little Turtle do? Yes, snap! She ate the fly!”
- “Now turn back to the beginning and read *Snap!*”

Reading the Text

- The children should be able to self-monitor and read independently.
- If self-correction behavior is not consistent, you may need to reinforce it; e.g., “You noticed that wasn’t right” or prompt with “Try again.”

Discussing and Revisiting the Text

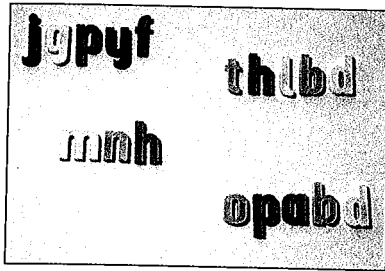
Talk about all the things that Little Turtle saw outside. Some key understandings children may express are:

- Little Turtle sees many things outside. [Extend by asking for examples from the book.]
- Little Turtle sees a fly and eats it.
- Little Turtle is happy that she caught the fly. [Extend by asking for evidence from the pictures, e.g., she is smiling.]

Teaching Points

- Based on your observations, use *Prompting Guide, Part 1* to select a teaching point that will be most helpful to the readers.
- You may want the children to select a page to reread.
- Have children locate *can* on one or two pages.

► Optional Letter/ Word Work

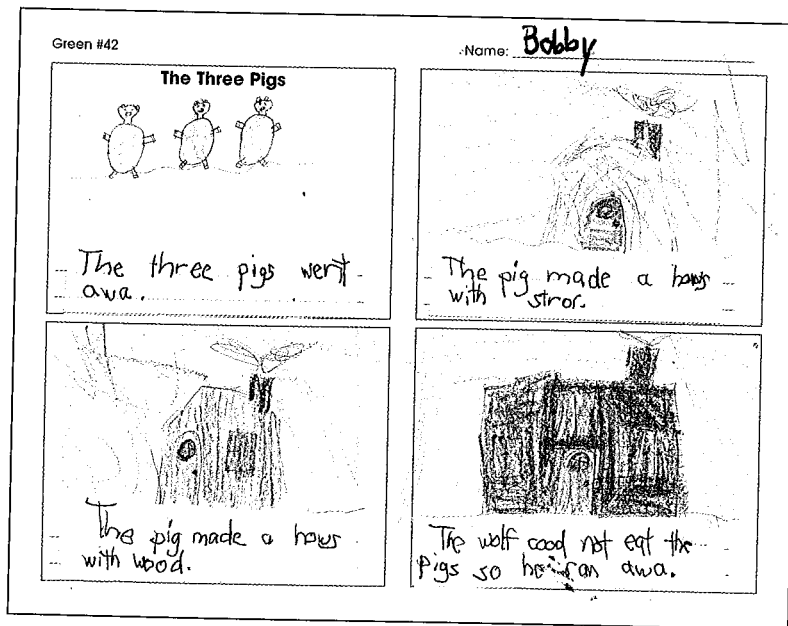


- If time allows, have the children sort magnetic letters two or three ways (see Instructional Routines, Ways to Sort and Match Letters, in the *Program Guide*).
- Alternatively, you can place an array of letters on the whiteboard and have the children identify those with a particular feature, e.g., tall letters or short letters.

Oral Game

- Play an oral game to firm up the children's sensitivity to sounds, in this case onsets and rimes.
- Say a word in segments and have the children blend it: *c-ow, cow; r-un, run; t-ime, time*.
- Alternatively, say a word and have the children segment it: *pen, p-en; man, m-an; call, c-all; wind, w-ind*.

Classroom Connection



- Give the children the fold sheet with four squares to take back to the classroom to draw a picture of four different episodes of *The Three Pigs* story.
- When children take the fold sheet back into the classroom, have them draw their pictures and write sentences to go along with their four different episodes of the story.
- Give the children the take-home book *The Three Pigs*.
- Have the children take home their drawings of *The Three Pigs* story. If children did not finish writing their sentences in class, they may continue at home.
- Give children the take-home book *The Three Pigs* to read to family members.

Home/School Connection

Assessing Reading and Writing Behaviors

Observe to find evidence that children can:

- understand and identify patterns in words that end in silent *e*.
- quickly recognize high-frequency words.
- be flexible in word solving.
- change letters in a known word to make new words.
- reading without finger pointing.
- pay attention to punctuation and word phrasing.
- compose two or three sentences about a topic.
- write several high-frequency words quickly.
- write with end punctuation and a capital letter at the beginning of a sentence.
- understand a simple sequence of events and a predictable conclusion.

Supporting English Language Learners

To support English language learners, you can:

- **check** to be sure children can recognize and understand all the words used in Phonics and Letter Word/Work.
- **help** children who have trouble segmenting words independently by asking them to repeat after you.
- **use** pictures to recognize and name the things Little Turtle sees.
- **encourage** children to share what happened to the fly.
- **expand** children's language in a conversational way.
- **encourage** children to repeat the constructed sentence several times before they begin writing.
- **monitor** children for articulating some words slowly before beginning to write.

Professional Development Links



When Readers Struggle: Teaching That Works

Chapter 7: Language Matters: Talking, Reading, and Writing. Use this chapter to help children use language structure as a source of information in reading



Professional Development and Tutorial DVDs, *LLI Green System*

View the sample (even-numbered) *LLI* lesson to notice the teacher's explicit instruction in Phonics/Word Work



Interactive Writing: How Language and Literacy Come Together, K-2

Chapter 8 (pp. 109–116). Use this chapter to explore how interactive writing supports children in learning words.

YOU WILL NEED

- *Up in a Tree*, Level D
- *The Three Pigs*, Level D
- *Snap!* Level B
- magnetic letters
- pocket chart from Lesson 42

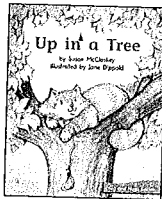
Visit fountasandpinnell.com/resources to download technological resources to support this lesson, including:

- picture cards: *smile, slide*
- word cards: *mile, file, tile,*
- word card set (high-frequency words)
- fold sheet
- Parent Letter
- *wide, hide, side, ride*

SYSTEM **Green**

NEW BOOK *Up in a Tree*

GENRE **Fiction**



NEW BOOK
Up in a Tree, Level D



REREADING
The Three Pigs, Level D
Snap! Level B

Goals

- Self-monitor and self-correct consistently.
- Use meaning, language, and visual information to solve words.
- Understand and identify patterns in words that end in silent e.
- Recognize and use consonant clusters to solve words.
- Recognize high-frequency words quickly and automatically.
- Understand that there are several different ways to solve words.
- Change letters in a known word to make new words.
- Read dialogue with expression.
- Read without finger pointing.
- Read with phrasing and attention to end punctuation.
- Understand reading a book that begins a series.
- Identify a simple story problem and its solution.

Analysis of New Book Characteristics



Up in a Tree, Level D

GENRE/Form

- Realistic fiction
- Series (#1 in the *Meg and Hugs* Series)

TEXT STRUCTURE

- Narrative
- Sequence of episodes: Meg tries to get Hugs the cat to come down from a tree

CONTENT

- Cat behavior

THEMES AND IDEAS

- Relationship between Meg and Hugs
- Having fun with pets

LANGUAGE AND LITERARY FEATURES

- Characters with names
- Some repetitive dialogue
- Story problem and resolution
- Some literary language (*and up she went*)

SENTENCE COMPLEXITY

- Two or three sentences on most left pages
- Sentences five to eight words long
- Past tense
- Prepositional phrases
- Repeating pattern with varied dialogue
- Dialogue between two speakers

VOCABULARY

- Familiar vocabulary for most children
- Content words: *tree, toy, cat, food*

WORDS

- High-frequency words: *was, up, in, a, come, down, said, but, did, not, got, and, get, your, want, the, he, can, of, eat, to, will, I, go, she, went, sat*
- One- and two-syllable words
- See the Word Analysis Charts in the *Program Guide* for specific words in each category.

ILLUSTRATIONS

- Full-page drawings on each page
- Close match between pictures and text

BOOK AND PRINT FEATURES

- Large font
- Ample space between words
- Four to five lines on each page of print, except for last page
- Print in white space on every print page
- Periods, exclamation point, commas, quotation marks
- Text layout reflects meaning, phrasing

► Rereading Books



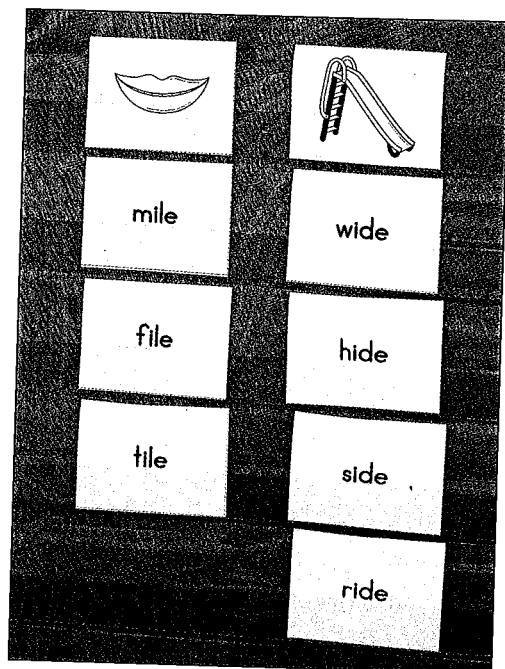
PROMPTING GUIDE, PART 1
Refer to *Prompting Guide, Part 1* as needed.



- *The Three Pigs*, Level D
- *Snap!* Level B

- ▣ Invite children to reread the play for *The Three Pigs* and the story *Snap!*
- ▣ As the children reread books, prompt for reading in phrases, as needed; e.g., “Listen to me read. Can you read it like that?” “Read these words quickly.” (show phrase)

► Phonics/Word Work

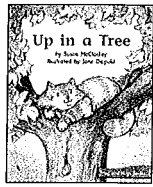


- ▣ **PRINCIPLE** Recognizing and using phonograms with a vowel-consonant-silent *e* (VCe) pattern: *-ade, -ace, -age, -ake, -ale, -ame, -ane, -ape, -ate, -ice, -ide, -ike, -ile, -ime, -ine, -ite, -ive, -obe, -oke, -ope, -ore*

“You can see patterns or parts in words.”

“The patterns in words will help you read and write them.”

- ▣ Suggested language: “You have been learning that word patterns can help you read a word or write a new word.”
- ▣ Display the pocket chart from Lesson 42. Add the picture card of *smile* at the top of the next column and ask children to say *smile* slowly, thinking about the sounds. “Say *smile*. What letter would you expect to see at the beginning?” Write *s* on a whiteboard. Have children say *smile* again and think about the next letter. Write *m*. Repeat for *i* and *l*. You may want to tell children that *sm* is often seen together in a word. *Sm* is a letter cluster.
- ▣ “At the end of *smile* you add an *e* to make it look right. You do not hear the *e*. It is a silent *e*.” Add the *e* and ask children to read the word. Add word cards *mile*, *file*, and *tile* under the picture card *smile*. Finally, have children read the entire column.
- ▣ Repeat the process with the picture card *slide* and word cards *wide*, *hide*, *side*, and *ride*.
- ▣ Remove all the picture and word cards. Deal them to children to take turns saying the word and placing it under the pattern.



Up in a Tree,
Level D



PROMPTING GUIDE, PART 1
Refer to *Prompting Guide, Part 1* as needed.



PROMPTING GUIDE, PART 1
Refer to *Prompting Guide, Part 1* as needed.

Introducing the Text

- Introduce children to the book by talking about experiences they have had with a pet. Suggested language: “The characters you are going to meet in this book are a cat named Hugs and his owner, a little girl named Meg. Say *Hugs*. Say *Meg*. You are going to read more books about Meg and Hugs. Open the book and you can see a picture of Meg and her cat Hugs.”
- “This story is called *Up in a Tree*. Who do you think is up in the tree? Why do you think he does not want to come down?”
- “Turn to pages 2 and 3. What do you notice in the picture? So Meg says, ‘Come down, Hugs.’ Say *come*. What letter would you see first in *come*? Find *come*. Run your finger under it and say *come*.”
- “Turn the page. Did Hugs come down? What is Meg trying to do? Yes, she is holding Hugs’s toy and telling him to get it.”
- “Turn to pages 6 and 7. Did Hugs come down?”
- “So what will Meg do? Turn back to the beginning and read *Up in a Tree*. Find out if Meg gets her cat Hugs to come down.”

Reading the Text

- As the children read, support the use of meaning and language structure along with the print, as needed, e.g., “That would make sense and look right” or “Try that again and think what would make sense.” “Does that look right?”

Discussing and Revisiting the Text

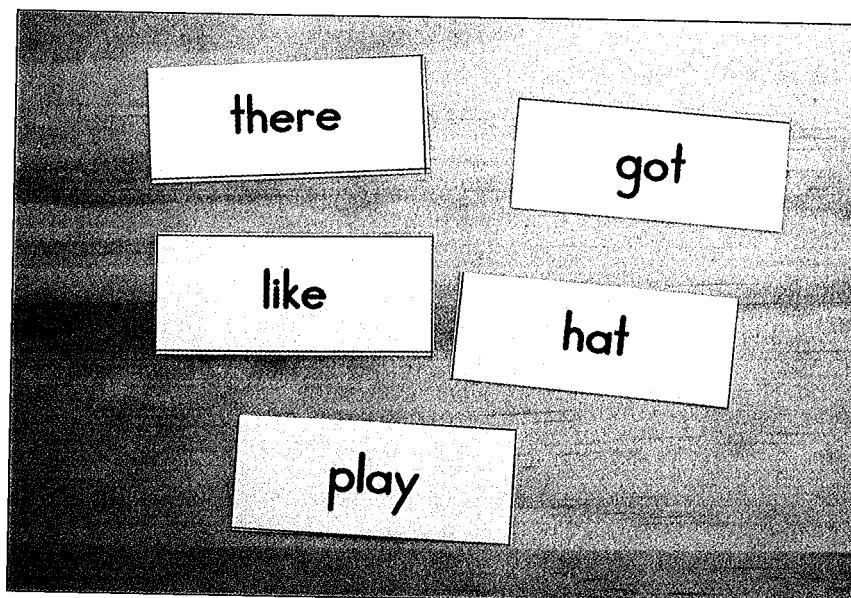
Invite children to talk about the story. Some key understandings children may express are:

- The problem in the story is the cat named Hugs will not come down from the tree.
- Meg tries to solve the problem by showing Hugs food and toys, and finally, by going up in the tree to get him down.
- Hugs won’t come out of the tree because _____. [Encourage any reasonable response.]
- Meg won’t come down at the end either. [Extend by asking why not, e.g., it is fun up there.]
- Meg and Hugs will _____. [Invite children to predict what will happen next.]

Teaching Points

- Based on your observations, use *Prompting Guide, Part 1* to select a teaching point that will be most helpful to the readers.
- Select a page or two to revisit and demonstrate or reinforce phrased reading; e.g., “Put your words together.”

► Letter/Word Work



- Lay out an array of high-frequency word cards that children know.
- Ask children to look for a word with a particular feature, for example:
 - The pattern *-at*.
 - A letter cluster *pl*.
 - A word that rhymes with *hot*.
 - A word with a silent *e*.
 - A word that starts like *the*.
- Whoever spots the word can pick up the word card, read it, and put it in a pile.
- After you name the word features several times, have children take turns asking for a word feature and letting the others find the word card. (They may point out easy features such as letters, but encourage attention to larger word parts.)

Magnetic Letters

- If time allows, have the children sort magnetic letters two or three ways (see Instructional Routines, Ways to Sort and Match Letters, in the *Program Guide*).

Classroom Connection

Green #43

Name

DAVID

slide

wide

hide

smile

tile

mile

- Give children the fold sheet with *-ide* written three times and *-ile* written three times, and the letters and letter clusters *sl*, *w*, *h*, *r*, *sm*, *t*, *m* printed in boxes at the bottom for children to cut.
- Have children take the fold sheet, cut apart the letters, and glue them onto the fold sheet to make words *slide*, *wide*, *hide*, *ride*, *smile*, *tile*, *mile*.
- Give the children the take-home book *Snap!* to reread in the classroom.

Home/School Connection

- Have the children take home their fold sheets to read the words to family members.
- Give children the take-home book *Snap!* to read to their families.

Assessing Reading and Writing Behaviors

Observe to find evidence that children can:

- self-monitor and self-correct consistently.
- understand and identify patterns in words that end in silent e.
- recognize and use consonant clusters.
- quickly recognize high-frequency words.
- be flexible in talking about the features of words.
- read without finger pointing, read in phrases, and read the punctuation.
- read dialogue with expression.
- understand the story problem and solution.
- understand there will be more books about Meg and Hugs.

Supporting English Language Learners

To support English language learners, you can:

- **check** to be sure children can recognize and understand all the pictures and words used in Phonics and Letter/Word Work.
- **remind** children that a silent letter makes no sound.
- **ask** children to repeat *And up she went* to become familiar with that structure. Explain that it means Meg went up (the tree).
- **use** pictures to support children in discussing the problem and solution.
- **help** children understand the problem at the end of the story (Meg won't come down from the tree) and the solution. (Gram brings dinner to Meg.)
- **use** the pictures to discuss how Meg and Hugs are feeling at different points.
- **expand** children's language in a conversational way.
- **demonstrate** fluent reading by taking a breath at commas and lowering your voice and stopping for a moment at periods.

Professional Development Links



When Readers Struggle: Teaching That Works

Chapter 16: Processing Texts: Teaching for Fluency. Use this chapter to understand how to help readers begin to read in phrases and use the punctuation.



Professional Development and Tutorial DVDs, *LLI Green System*

Refer to the Instructional Routines and sample lessons as needed to support your teaching.



Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8

Chapter 4 (pp. 45–50). Use this chapter to help in understanding how readers use systems of strategies for thinking within the text.

YOU WILL NEED

- *Apple Pie*, Level B
- *Snap!* Level B
- *Up in a Tree*, Level D
- *My Writing Book*
- Alphabet Linking Chart, enlarged version

Visit fountasandpinnell.com/resources to download technological resources to support this lesson, including:

- *My Vowel Book* ✓
- picture card set
- Recording Form for *Up in a Tree*
- fold sheet
- Parent Letter

SYSTEM **Green**NEW BOOK ***Apple Pie***GENRE **Nonfiction****NEW BOOK***Apple Pie*, Level B**REREADING***Snap!* Level B*Up in a Tree*, Level D**Goals**

- Self-monitor and self-correct consistently.
- Use multiple sources of information to solve words.
- Take words apart efficiently.
- Use word parts to solve words.
- Review and summarize knowledge of two vowels and their long and short sounds in order to use this information as a tool in reading and writing.
- Recognize high-frequency words quickly and automatically.
- Read without finger pointing.
- Read with phrasing and attention to end punctuation.
- Say words slowly to identify sounds and write letters in sequence.
- Write high-frequency words quickly.
- Form letters efficiently.
- Write with good spacing and end punctuation.
- Understand following a logical sequence of actions to make an apple pie.

Analysis of New Book Characteristics*Apple Pie*, Level B**GENRE/Form**

- Nonfiction

TEXT STRUCTURE

- Events from picking apples to eating apple pie
- Temporal sequence

CONTENT

- Concept of growing and cooking apples

THEMES AND IDEAS

- Sources of food

LANGUAGE AND LITERARY FEATURES

- NA

SENTENCE COMPLEXITY

- One six- or seven-word simple sentence on every left page, except last page
- Present tense
- Repeating pattern that does not vary

VOCABULARY

- Action words: *pick, wash, peel, cut, mix, bake, smell, eat*
- Content words: *apple, pie*

WORDS

- High-frequency words: *we, like, to, the, eat*
- One-syllable words and a two-syllable word: *apple(s)*
- See the Word Analysis Charts in the *Program Guide* for specific words in each category.

ILLUSTRATIONS

- Photographs on every right page
- Close match between photographs and text

BOOK AND PRINT FEATURES

- Large font
- Ample space between words
- Two lines on each page of print
- Periods and exclamation point

▶ Rereading Books and Assessment

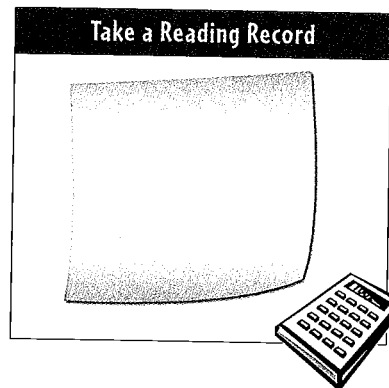


PROMPTING GUIDE, PART 1
Refer to *Prompting Guide, Part 1* as needed



- *Snap!* Level B
- *Up in a Tree*, Level D

- Listen to one child read *Up in a Tree* as you code the reading behavior on the Recording Form, have a brief comprehension conversation, and make a teaching point that you think will be most helpful to the reader. Score and analyze the reading record following the lesson.
- Have the other children reread *Snap!* and then *Up in a Tree*.
- As the children reread books, prompt for reading without finger pointing, as needed, e.g., “Read it with your eyes.” Insist on reading word groups; e.g., “Put your words together.”



▶ Phonics/Word Work

Aa 
apple

at
man

Aa 
ape

ake
cake

- **PRINCIPLE** Contrasting long and short vowels in words

“A vowel can have a sound like its name [*a* as in *make*], and it is called a long vowel sound.”

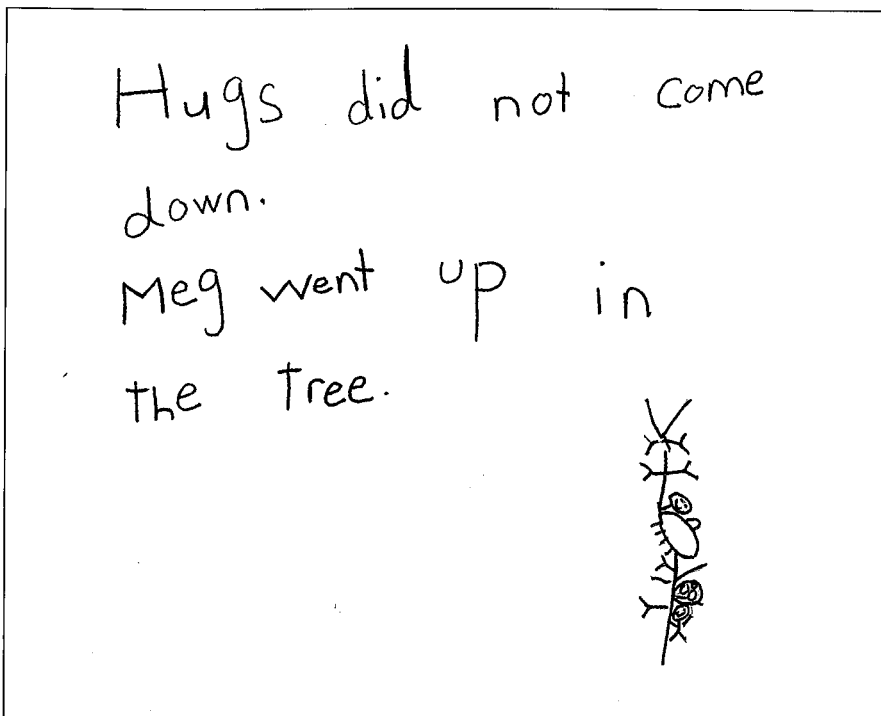
- Suggested language: “You have been learning about vowels. Let’s read them from the Alphabet Linking Chart.” Have children read the short vowels.
- Give children their preprinted book, *My Vowel Book* (see Online Resources site). In this book, each vowel has a spread (letter and picture representing the “short” vowel sound on the left and long sound represented on the right).
- “You already know a lot about vowels.” Have children open the books to the *Aa* spread.
- “See the vowel letter *a* and the picture of an *apple*. Read the words with the sound of *a* as in *apple*, like *at* or *man*.”
- “Look on the right side. There is the vowel letter *a*, but this time the picture is of an *ape*. The vowel *a* can have the same sound as the *a* in *ape*. It is the sound of the letter’s name—*a*. Can you think of some other words with the sound of *a* as in *ape*?” Repeat the process for words with the long *a* sound, such as *ake* or *cake*.
- Repeat the process for page 2 (the short and long sounds of *e*). Use the pictures of the *egg* and the *ear* to illustrate.

▶ Writing About Reading

Independent Writing



- **MY WRITING BOOK**
- **PROMPTING GUIDE, PART 1**
Refer to *Prompting Guide, Part 1* as needed.



- If time allows, you may want to begin by having each child read recent pages from *My Writing Book*. Occasionally ask the child to locate a word in a sentence read.
- Discuss the different ways that Meg tried to get Hugs to come down from the tree. Refer to the pictures as needed.
- Have the children write about what happened with Meg and Hugs, e.g.,
Hugs did not come down.
Meg went up in the tree.
- Use sound boxes to have the children say some words slowly to hear the sounds, e.g., *Hugs*, *Meg*, *did*, and *not*. Demonstrate *went* and *down* on the whiteboard after having children write the first letter. Prompt for quick writing of high-frequency words such as *up*, *in*, and *the*.
- Have the children reread their sentences and illustrate them. Also have children locate one or two words, e.g., *come*, *went*.
- If time allows, write the sentences on a sentence strip. Cut the strip apart, and have the children put the sentences back together and read them to check.



Apple Pie,
Level B



PROMPTING GUIDE, PART 1
Refer to *Prompting Guide,*
Part 1 as needed.

Introducing the Text

- Introduce children to the book by talking about different kinds of fruit that grow on trees and how people use that fruit. Suggested language: “Have you ever gone to pick apples off trees? In this book, a little girl and her mom tell how they like to pick apples and how they use them to make an apple pie.”
- Read the title. “Turn to page 2. What do you notice? Yes, so they say, ‘We like to pick the apples.’ Say *like*. Find it and put your finger under *like*.”
- “Turn the page to see what the girl and her mother like to do with the apples.”
- “Now turn to pages 8 and 9 to see what else they like to do with the apples.”
- “Turn back to the beginning and read to find out about all the things the girl and her mother like to do when they make apple pie.”

Reading the Text

- As the children read, prompt for or reinforce self-correction behavior as needed, e.g., “Something wasn’t quite right” or “Try that again.”

Discussing and Revisiting the Text

Talk with children about how the girl and her mom make an apple pie. Use pictures in the book to help children follow the steps. Some key understandings children may express are:

- The girl and her mom work together to make an apple pie. [Extend by asking children for examples of what they do to make the pie, e.g., pick, wash, peel, cut, mix, bake, smell, eat.]
- The girl and her mom like to eat the pie as much as they like to make it. [Extend by asking children why they think that.]
- The girl and her mom enjoy spending time together. [Extend by asking for evidence from the pictures.]

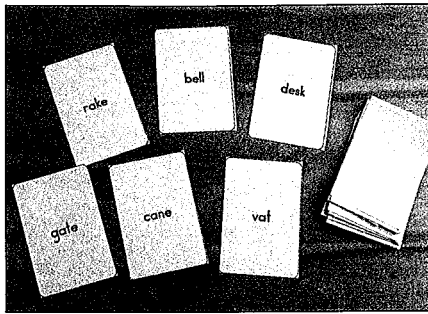
Teaching Points

- Based on your observations, use *Prompting Guide, Part 1* to select a teaching point that will be most helpful to the readers.
- You may want to reinforce identifying the first letter of a word, e.g., *wash*, *cut*, *mix*, *peel*, *eat*, in the text, e.g., “What letter would come first in _____?” or “You can check what you said with the first letter of the word.” Demonstrate these techniques, if needed.



PROMPTING GUIDE, PART 1
Refer to *Prompting Guide,*
Part 1 as needed.

► Optional Letter/ Word Work



- Use the picture card set of words with regular short and long vowel sounds so that children can learn to quickly identify them.
- The picture cards include: *can, gate, bat, bell, bag, hen, grass, cane, clap, desk, cave, glass, cage, cat, jam, teeth, plate, map, bed, snake, cake, flag, ax, mat, three, rake*. They can be used to sort in several different ways, e.g. words that start the same, same number of syllables, same vowel sound.
- Have the children take the set of pictures and do a quick sort into pictures with the long and short sounds of the vowels *a* and *e*. Help them remember that the long sound is the same as the name of the vowel.

Classroom Connection

Green #44

Name: Maria

Hugs did not come down. Meg went up in the tree.

- Give children a fold sheet and the following sentences on strips: *Hugs did not come down. Meg went up in the tree* (see Online Resources site).
- Have the children take the fold sheet and the sentence strips back to the classroom. Have them cut apart the sentences, mix up the words, and put them back together in sentence form. Finally, have children illustrate the sentences on the fold sheet.
- Give the children the take-home book *Up in a Tree* to reread in the classroom.
- Have children take home their cut-up sentences to remake and glue onto the fold sheet.
- Give children the take-home book *Up in a Tree* to read to family members.

Home/School Connection

Assessing Reading and Writing Behaviors

Observe to find evidence that children can:

- self-monitor and self-correct consistently.
- use multiple sources of information to solve new words.
- recognize vowels and understand that vowels can represent at least two sounds.
- quickly identify vowel sounds in words.
- recognize high-frequency words quickly and automatically.
- read without finger pointing and with phrasing and attention to end punctuation.
- say words slowly to identify sounds and write letters in sequence.
- predict first letters of words by saying them.
- quickly write high-frequency words.
- write with good spacing and end punctuation.
- understand following a logical sequence of actions to make an apple pie.

Supporting English Language Learners

To support English language learners, you can:

- **demonstrate** what you mean by “put your words together.”
- **check** to be sure children can recognize and understand all the words used in Phonics and Letter/ Word Work.
- **monitor** children’s understanding of the central concept of *Apple Pie* (sequence of actions from picking fruit to eating the pie).
- **use** pictures to recognize and name the actions in the story.
- **help** children who cannot say the action word when reading by asking them to say the first sound of the word. Provide the word, if needed.
- **use** pictures to discuss the book and recall the sequence of events.
- **monitor** that before children begin to write constructed sentences, they say words slowly and write known words quickly.

Professional Development Links



When Readers Struggle: Teaching That Works

Chapter 13: Extending Reading Power: Writing to Read. Use this chapter to understand the role writing plays in helping readers attend to visual information in print.



Professional Development and Tutorial DVDs, *LLI Green System*

Refer to the Instructional Routines and sample lessons, as needed, to support your teaching.



Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8
Chapter 27 (pp. 438–442, 450, 452, 457–459). Use this chapter to help in understanding how readers extend their thinking through writing about reading.

YOU WILL NEED

- *Time for Lunch*, Level D
- *Up in a Tree*, Level D
- *Apple Pie*, Level B
- Alphabet Linking Chart, enlarged version
- magnetic letters

Visit fountasandpinnell.com/resources to download technological resources to support this lesson, including:

- *My Vowel Book* ✓
- Parent Letter
- fold sheet

SYSTEM **Green**

NEW BOOK ***Time for Lunch***

GENRE **Fiction**



NEW BOOK
Time for Lunch, Level D



REREADING
Up in a Tree, Level D
Apple Pie, Level B

Goals

- ▣ Self-monitor and self-correct consistently.
- ▣ Use multiple sources of information to solve words.
- ▣ Take apart words in a variety of ways.
- ▣ Use sound analysis and word parts to solve new words.
- ▣ Review and summarize knowledge of two vowels and their long and short sounds in order to use this information as a tool in reading and writing.
- ▣ Understand that every word has a vowel in it (and some have more than one).
- ▣ Understand that every syllable has a vowel in it.
- ▣ Recognize high-frequency words quickly and automatically.
- ▣ Read with phrasing and expression.
- ▣ Notice and use punctuation.
- ▣ Understand that the way Mother Bear makes lunch is to gather food in the forest.
- ▣ Think about what bears eat in an animal fantasy.
- ▣ Understand the series of events and the ending of a story.

Analysis of New Book Characteristics



Time for Lunch, Level D

GENRE/Form

- ▣ Fiction
- ▣ Simple animal fantasy

TEXT STRUCTURE

- ▣ Narrative
- ▣ Sequence of episodes in which a mother bear gathers food for the family
- ▣ Plot building to climax

CONTENT

- ▣ Fantasy—human-like bears

THEMES AND IDEAS

- ▣ Gathering food for the family
- ▣ Bees and honey

LANGUAGE AND LITERARY FEATURES

- ▣ Some repetitive dialogue
- ▣ Story problem and resolution
- ▣ Some literary language (*she ran and ran*)

SENTENCE COMPLEXITY

- ▣ Two or three sentences on most left pages
- ▣ Sentences three- to seven-words long
- ▣ Past tense
- ▣ Repeating patterns varied by verbs and food items
- ▣ Dialogue: one speaker talking to herself

VOCABULARY

- ▣ Familiar vocabulary for most children
- ▣ Content words: *time, lunch, berries, nuts, fish, honey, bees*

WORDS

- ▣ High-frequency words: *it's, for, said, likes, I, will, get, some, got, like, too, oh, no, ran, and, but, do, not*
- ▣ One- and two-syllable words
- ▣ See the Word Analysis Charts in the *Program Guide* for specific words in each category.

ILLUSTRATIONS

- ▣ Full-page drawings across each spread
- ▣ Close match between pictures and text

BOOK AND PRINT FEATURES

- ▣ Large font
- ▣ Ample space between words
- ▣ Three to five lines on each page of print, except for last page
- ▣ Print in white space on every print page
- ▣ Periods, exclamation point, commas, quotation marks
- ▣ Text layout reflects meaning, phrasing
- ▣ Word in bold on last page to indicate stress

► Rereading Books



PROMPTING GUIDE, PART 1
Refer to *Prompting Guide, Part 1* as needed.



- *Up in a Tree*, Level D
- *Apple Pie*, Level B

- ▣ Invite children to reread *Apple Pie* and *Up in a Tree*.
- ▣ As the children reread books, insist on reading without pointing. Prompt for reading with expression, as needed, e.g., “Make it sound like talking.”

► Phonics/Word Work

I i 

iguana

it
is
in
hit

I i 

ice cream

bike
like
Mike
mile

- ▣ **PRINCIPLE** Contrasting long and short vowels in words

“A vowel can have a sound like its name [*a* as in *make*], and it is called a long vowel sound.”

- ▣ Suggested language: “You have been learning about vowels. Let’s read them from the Alphabet Linking Chart.”
- ▣ Have children read the short vowels from the chart. Then give them *My Vowel Book*.
- ▣ Have children “read” the pages for short and long *Aa* and *Ee*, saying the name of the letter, the pictures, and any of the words they have written.
- ▣ “On page 3, you see the vowel letter *i* and a picture of an iguana. Say the word *iguana* slowly and think about the sound of *i* in the word. You know other words that have the sound of *i* as in *iguana*.” Have the children read them.
- ▣ “Look on page 3 on the right side. There is the vowel letter *i*, but this time there is a picture of *ice cream*. The vowel *i* can have the same sound as the *i* in *ice cream*. It is the sound of the letter’s name—*i*. *I* can have the sound of its name—*i*. Can you think of some other words with the sound of *i* as in *ice cream* (e.g., *bike*)?” Repeat the process and list words with long *i* sounds.
- ▣ Repeat the process for page 4 (the short and long sounds of *o*), using the words *octopus* and *ocean*.



Time for Lunch,
Level D



PROMPTING GUIDE, PART 1
Refer to *Prompting Guide*,
Part 1 as needed.



PROMPTING GUIDE, PART 1
Refer to *Prompting Guide*,
Part 1 as needed

Introducing the Text

- Introduce the story by talking to children about what they do when it's time for lunch. Suggested language: "This is Mother Bear and it's time for lunch. What do you think she is going to do? Yes, she is going to get some food for Baby Bear, Little Bear, and Father Bear. She thinks about what each bear likes to eat."
- "Turn to pages 2 and 3. What does Mother Bear see? Yes, she sees some berries and Baby Bear likes berries. She says, 'I will get some berries.' Can you say that? Say *will*. What letter comes first in *will*? Yes, *will* starts with *w*. Find it. Run your finger under it and say *will*."
- "Turn the page. What do you notice? Yes, Mother Bear got some berries in her basket. And she is eating some, too! She says, 'Yum, Yum' because the berries taste so good. Can you say *Yum, Yum*?"
- "Turn the page to see what else she got. Yes. Little Bear likes nuts."
- "Now turn to pages 12 and 13. What does Mother Bear see? Yes, that is a beehive. Mother Bear likes honey, so she got some honey. Say *got*. What letter would come first? Find it. Run your finger under it and say *got*."
- "Turn to the beginning to read about all the food Mother Bear got for lunch."

Reading the Text

- As children read, prompt for their use of the first letter of the word along with the meaning of the sentences, if needed, e.g., "Read that again and start the word."
- You may also want to prompt for children's reading of the dialogue with intonation.

Discussing and Revisiting the Text

Talk with children about what Mother Bear does in the story. Some key understandings children may express are:

- Mother Bear goes to get food for lunch for Baby Bear, Little Bear, and Father Bear. [Extend by asking for examples of what each bear likes to eat, e.g., berries, nuts, fish, honey.]
- Mother Bear gets chased by bees because she takes their honey. [Extend by asking why Mother Bear doesn't like bees.]

Teaching Points

- Based on your observations, use *Prompting Guide, Part 1* to select a teaching point that will be most helpful to the readers.
- Revisit one or two pages where most of the children had to problem solve to help them use more than one kind of information, e.g., "Check the picture with the word." "That makes sense." "Does it look right?"

▶ Letter/Word Work

in can hop
is made get
bell like wide
ham

- On the whiteboard, write easy high-frequency words that children know, or other words with patterns that they know. Some words you can use are *in, is, bell, ham, can, made, like, hop, get, and wide*.
- Have children read the words one at a time. Have them listen to each word and identify the vowel sound. After children have read all of the words and identified each vowel sound, help children recognize that every word has a vowel sound that they can hear when they say the word. Have them write the word on the page in *My Vowel Book*.

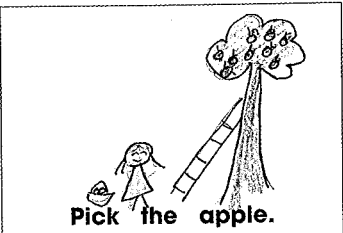
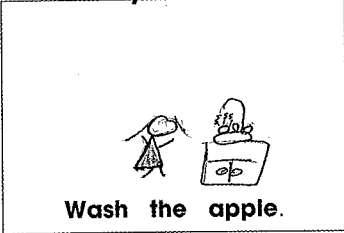
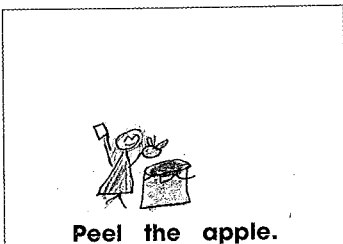
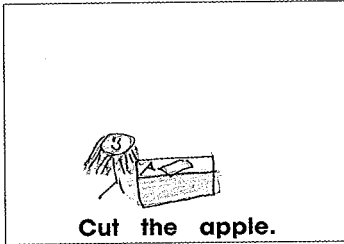
Magnetic Letters

- If time allows, have the children sort magnetic letters two or three different ways (see Instructional Routines, Ways to Sort and Match Letters, in the *Program Guide*).

Classroom Connection

Green #45

Name: Tony

 <p>Pick the apple.</p>	 <p>Wash the apple.</p>
 <p>Peel the apple.</p>	 <p>Cut the apple.</p>

- Give the children the fold sheet divided into four squares. A sentence giving the step-by-step process, from picking an apple to eating an apple pie, is written in each square.
- Have children take the fold sheet back to the classroom, read the sentences, and illustrate the steps.
- Give the children the take-home book *Apple Pie* to reread in the classroom.

Home/School Connection

- Have the children take home their fold sheets to read to family members. They may finish drawing pictures if not completed in class.
- Give the children the take-home book *Apple Pie* to read to their families.

Assessing Reading and Writing Behaviors

Observe to find evidence that children can:

- consistently demonstrate self-monitoring and self-correcting behavior.
- use multiple sources of information to solve words.
- know the vowels as a group of letters and understand that they can be connected to at least two sounds.
- quickly identify vowel sounds in words and understand that every word and syllable has a vowel in it.
- read with phrasing and expression.
- quickly and automatically recognize high-frequency words.
- notice and use punctuation.
- think about what bears eat in an animal fantasy.
- understand a series of events and the ending of a story.

Supporting English Language Learners

To support English language learners, you can:

- **check** to be sure children can recognize and understand all the pictures and words used in Phonics and Letter/Word Work.
- **help** them identify vowel sounds by saying words slowly several times and asking children to repeat after you.
- **help** children say some of the sentences to know the language structure.
- **provide** names for the food that Mother Bear looks for.
- **have** children locate *get* on page 2 and name the vowel in the word.
- **use** pictures to support children in discussing what Mother Bear gathers and why she decides not to gather honey.
- **demonstrate** fluent reading by taking a breath at commas, and lowering your voice and stopping for a moment at periods.

Professional Development Links



When Readers Struggle: Teaching That Works

Chapter 7: Language Matters: Talking, Reading, and Writing. Use this chapter to help children use language structure as a source of information in reading.



Professional Development and Tutorial DVDs, *LLI Green System*

Refer to Instructional Routines and sample lessons, as needed, to support your effective teaching.



Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8

Chapter 2 (pp. 19–23). Use this chapter to explore the role of language knowledge in supporting children as readers.



Fountas & Pinnell Prompting Guide Part 1 for Oral Reading and Early Writing

Monitoring and Correcting. Use this section to support children in confirming their predictions and noticing mismatches in the information.

YOU WILL NEED

- *A Rainy Day*, Level B
- *Apple Pie*, Level B
- *Time for Lunch*, Level D
- *My Writing Book*
- "Vowels," enlarged poem

Visit fountasandpinnell.com/resources to download technological resources to support this lesson, including:

- *My Vowel Book* ✓
- *My Poetry Book* ✓
- Lotto game board
- Recording Form for *Time for Lunch*
- fold sheet
- Parent Letter

SYSTEM **Green**

NEW BOOK ***A Rainy Day***

GENRE **Fiction**



NEW BOOK
A Rainy Day, Level B



REREADING
Apple Pie, Level B
Time for Lunch, Level D

Goals

- Self-monitor and self-correct consistently.
- Reread to search for and use information.
- Use a variety of ways to take words apart while reading.
- Review and summarize knowledge of the five vowels and their long and short sounds in order to use this information as a tool in reading and writing.
- Notice the *-ile* pattern in words.
- Segment onsets and rimes using letter clusters and phonogram patterns.
- Recognize high-frequency words quickly and automatically.
- Read with phrasing and intonation.
- Read the punctuation.
- Say words slowly to identify sounds and write letters that represent them.
- Write letters efficiently.
- Write high-frequency words quickly.
- Understand the concept of things to do inside on a rainy day.

Analysis of New Book Characteristics



A Rainy Day, Level B

GENRE/Form

- Fiction

TEXT STRUCTURE

- Two children engaging in indoors activities on a rainy day
- No sequence
- Implied conclusion (switch from *like* to *love*)

CONTENT

- Concept of a rainy day and staying inside
- Concept of activities

THEMES AND IDEAS

- Finding activities when the weather is bad outside

LANGUAGE AND LITERARY FEATURES

- NA

SENTENCE COMPLEXITY

- One eight-word simple sentence on every left page, except last page
- Present tense
- Repeating pattern that does not vary until the last page
- Prepositional phrase

VOCABULARY

- Action words: *paint, bake, hide, dance, sing, read, write*
- Content word: *rainy*

WORDS

- High-frequency words: *we, like, to, on, a, day, love*
- One- and two-syllable words
- See the Word Analysis Charts in the *Program Guide* for specific words in each category.

ILLUSTRATIONS

- Drawings on every right page
- Close match between pictures and text

BOOK AND PRINT FEATURES

- Large font
- Ample space between words
- Two lines on each page of print
- Periods and exclamation point

► Rereading Books and Assessment

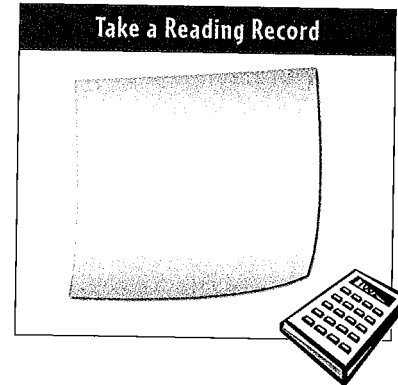


PROMPTING GUIDE, PART 1
Refer to *Prompting Guide, Part 1* as needed.

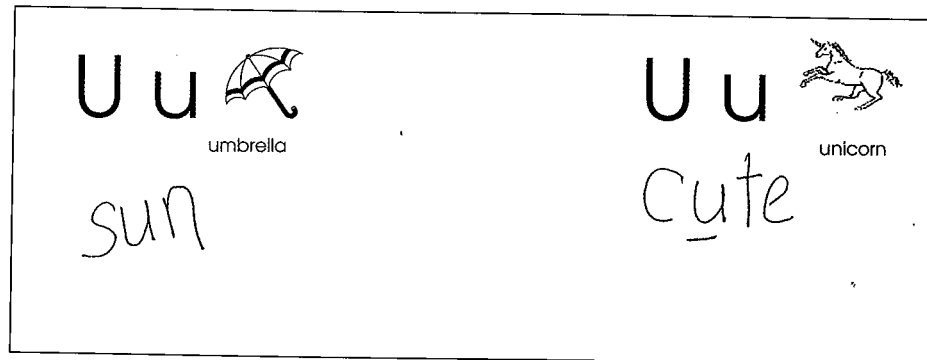


- *Apple Pie*, Level B
- *Time for Lunch*, Level D

- ▣ Listen to one child read *Time for Lunch* as you code the reading behavior on the Recording Form, have a brief comprehension conversation, and make a teaching point that you think will be most helpful to the reader. Score and analyze the reading record following the lesson.
- ▣ Have the other children reread *Apple Pie* and then *Time for Lunch*.
- ▣ As children reread books, prompt for phrasing as needed, e.g., “Read this all together.” (Cover part of the print to expose the phrase unit.)



► Phonics/Word Work



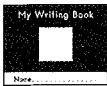
- ▣ **PRINCIPLE** Contrasting long and short vowels in words

“A vowel can have a sound like its name [*a* as in *make*], and it is called a long vowel sound.”

- ▣ Have children “read” *My Vowel Book* pages for *a*, *e*, *i*, and *o*.
- ▣ Suggested language: “On page 5, you see the vowel letter *u* and a picture of an umbrella. Say *umbrella* slowly and think about the sound of *u* at the beginning of the word. Now, say *sun* slowly and think about the sound of *u* in the middle of the word. One sound of *u* is /*u*/. Have them write *sun* and highlight the *u*.
- ▣ “On the right side, you see the vowel letter *u* and a picture of a unicorn. *U* can have the sound of its name—*u*. Can you think of some other words with the *u* sound?” (If children suggest the word *you*, explain that *you* sounds like the letter *u* but is spelled *y-o-u*.)
- ▣ Have children write the word *cute* on the page and highlight the *u*. Add other words like *use*, *huge*, and *uniform*.
- ▣ If you haven’t done so, have children read through the entire *My Vowel Book* and glue in a reproduced copy of the poem “Vowels” (poem 4) from *My Poetry Book* on the inside front cover.

▶ Writing About Reading

Interactive Writing



- MY WRITING BOOK
- PROMPTING GUIDE, PART 1
Refer to *Prompting Guide, Part 1* as needed.



Mother Bear got some berries.

She got some nuts.

She got some fish.

She got some honey.

She ran and ran.

o o o o b o o o o o  

- ❑ Talk with the children about Mother Bear and all the foods she got for lunch for Baby Bear, Little Bear, and Father Bear. Discuss what happened when she got some honey for herself.
- ❑ Use interactive writing to construct a short story about what happened when Mother Bear went to get the food. Your goal is to promote fast writing of known words and to help the children say words slowly, listen for the sounds, and write letters efficiently in sentences such as:

Mother Bear got some berries.
She got some nuts.
She got some fish.
She got some honey.
She ran and ran.
- ❑ Quickly write words like *Mother*, *Bear*, *berries*, and *honey* after having the children clap the two-syllable words.
- ❑ Prompt children to say words slowly, listen for the sounds, and write words that have easy-to-hear sounds or are new or almost known such as *got*, *nuts*, and *ran*.
- ❑ Use the whiteboard to help the children change *come* to *some*.
- ❑ Start *she* the first time by writing *sh-* and having a child write *e*. Have children start words like *fish* that you can quickly finish.
- ❑ Have children reread the sentences and locate one or two words. You may want to consider typing the story you wrote and gluing it into *My Writing Book* for children to reread and illustrate tomorrow. Alternatively, you can glue it onto a paper for them to take home.



A Rainy Day,
Level B

Introducing the Text

- Introduce children to the book by talking about things they do when they stay indoors and play. Show children the boy and girl on the cover. Suggested language: “Take a look at this boy and girl. What are they doing? Yes, they are looking at the rain and thinking about what they like to do on a rainy day. What are some things you like to do on a rainy day?”
- “Turn to pages 2 and 3. What is one thing the boy and girl say they like to do? Yes, so they say, ‘We like to paint on a rainy day.’ Say *on*. What letter comes first in *on*? Put your finger under it and say *on*.”
- “Now turn to page 4 to see something else the boy and girl say they like to do. Yes, they like to bake.”
- “Well, this boy and girl have lots of fun on a rainy day. Turn back to the beginning to read about all the things they like to do.”

Reading the Text

- As the children read, you may need to reinforce checking the information in the picture with the first letter of the word.

Discussing and Revisiting the Text

Talk with children about some of the things the boy and girl like, and even love, to do indoors on a rainy day. Some key understandings children may express are:

- The boy and girl in the story like to do many things inside on a rainy day. [Extend by asking for examples from the book, e.g., paint, bake, hide, dance, sing, read, write.]
- They love rainy days because they really like to play outside in the rain. [Extend by asking for evidence from the pictures.]

Teaching Points

- Based on your observations, use *Prompting Guide, Part 1* to select a teaching point that will be most helpful to the readers.
- Revisit one or two pages to show the children how to confirm what they read with the first letter of the word, if needed.



PROMPTING GUIDE, PART 1
Refer to *Prompting Guide, Part 1* as needed.



PROMPTING GUIDE, PART 1
Refer to *Prompting Guide, Part 1* as needed.

► Optional Letter/ Word Work

(Green #)

The Smile Song

I've got something in my pocket
That belongs upon my face.
I keep it very close at hand
In a most convenient place.

I think you wouldn't guess it
If you guessed a long long while,
So I'll take it out and put it on,
It's a great big happy smile.




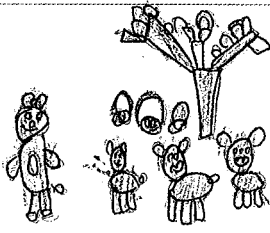
- Introduce the poem "The Smile Song" (poem 6) from *My Poetry Book* (see Online Resources site). Read it to the children and then have the children read it with you. Talk about the meaning of the poem. Have children highlight the word pattern *-ile*.
- Draw children's attention to the word *smile*. Say it in a segmented way—*sm-ile*. Tell children that they will see the first two letters, *s* and *m*, together in many words. Have them say *smile* slowly and listen to hear both letters.

Lotto

- Have the children play a quick Lotto game with the words *can, drum, slide, gate, clock, pie, bat, bone, bell, bag, hen, grass, smile, bib, cane, cute, jug, cup, rug, dog, clap, rope, pie, desk, coat, toast, cave, fox, glass, tub, cage, cat, jam, smoke, cone, cube, nine, teeth, kite, frog, plate, dime, use, doll, six, duck, drip, bike, map, bed, lid, snake, cake, gum, flag, boat, five, ax, mat, three, rake, bus* to review all vowel sounds. Alternatively, you can give it to them to play at home.

Classroom Connection

Green #46 Name: Manuel

<p>Time for Lunch</p>  <p>Mother Bear got some <u>nuts</u>.</p>	 <p>She got some <u>berries</u>.</p>
 <p>She got some <u>honey</u>.</p>	

- Give children the take-home book *Time for Lunch* to reread in the classroom.
- Give children the fold sheet divided into four squares. Square 1 says *Mother Bear got some _____*. In squares 2 and 3 it says, *She got some _____*. Square 4 is blank.
- Have children take the fold sheet back to the classroom and fill in the sentences for squares 1–3 and draw pictures. In square 4 have them write and draw what happened at the end of *Time for Lunch* and illustrate it.
- Have the children take home the Lotto game to play with family members.
- Give children the take-home book *Time for Lunch* to read to family members.
- Have children take home their fold sheets to read.

Home/School Connection

Assessing Reading and Writing Behaviors

Observe to find evidence that children can:

- recognize the vowels as a group of letters and understand that they can represent at least two sounds.
- quickly identify vowel sounds in words.
- notice the *-ile* pattern in words.
- segment onsets and rimes using letter clusters.
- demonstrate flexibility in talking about the features of words.
- read in phrases and notice end punctuation.
- write letters efficiently.
- understand that they are reading about a category of actions (things to do on a rainy day).

Supporting English Language Learners

To support English language learners, you can:

- **demonstrate** what you mean by "Read this all together."
- **check** to be sure children can recognize and understand all the pictures and words used in Phonics and Letter/Word Work.
- **use** pictures to recognize and name children's activities in the story.
- **ask** children to say the first sound of the word and check the picture, if they cannot remember a word. Provide the word, if needed.
- **think** aloud about what you like to do on a rainy day. Encourage children to do the same.
- **encourage** children to repeat the constructed sentence several times before they begin writing.
- **model** saying words slowly, if necessary. Have children repeat.
- **remind** children that they know how to write some words quickly.

Professional Development Links



When Readers Struggle: Teaching That Works

Chapter 9: Learning to Read and Write: the Phonological Base. Use this chapter to understand the role of phonological processing in reading and writing.



Professional Development and Tutorial DVDs, *LLI Green System*. Refer to the Instructional Routines and sample lessons as needed.



Interactive Writing: How Language and Literacy Come Together, K-2

Chapter 13 (pp. 201–202). Use this chapter to explore revisiting a completed text for further teaching opportunities.



Fountas & Pinnell Prompting Guide Part 1 for Oral Reading and Early Writing

Maintaining Fluency/Intonation. Use this section to explore supporting children to read with intonation.

YOU WILL NEED

- *The Good Dog*, Level D
- *Time for Lunch*, Level D
- *A Rainy Day*, Level B
- "One, Two, Three, Four, Five," enlarged poem
- *My Writing Book*
- highlighter tape

Visit fountasandpinnell.com/resources to download technological resources to support this lesson, including:

- *My Poetry Book* ✓
- Follow the Path game board
- word card set
- fold sheet
- Parent Letter

SYSTEM **Green**NEW BOOK ***The Good Dog***GENRE **Fiction**

NEW BOOK
The Good Dog, Level D



REREADING
Time for Lunch, Level D
A Rainy Day, Level B

Goals

- Say words slowly, listen for the sounds, and write the letters to represent them.
- Locate words in a text with multiple lines of print.
- Recognize high-frequency words quickly and automatically.
- Read without finger pointing.
- Read with phrasing.
- Read dialogue with expression.
- Search for and use meaning, language, and print to solve words.
- Recognize the contrast between the message in the print and the message in the pictures.
- Recognize characters from a series.
- Understand the conclusion of the story and what it means.

Analysis of New Book Characteristics*The Good Dog*, Level D**GENRE/Form**

- Realistic fiction
- Series (#6 in the *Orson and Taco Series*)

TEXT STRUCTURE

- Narrative
- Sequence of episodes in which Orson tries his best to follow Jack's commands, but something always happens

CONTENT

- Dog behavior

THEMES AND IDEAS

- Caring for pets
- Trying hard

LANGUAGE AND LITERARY FEATURES

- Characters with names
- Some repetitive dialogue
- Humor carried by the pictures
- Some literary language (*a good dog—a very good dog*)

SENTENCE COMPLEXITY

- Two or three sentences on most left pages
- Sentences four- to ten-words long
- Past tense
- Repeating patterns varied by actions
- Dialogue with one speaker talking to a dog
- Speech bubbles every spread.

VOCABULARY

- Familiar vocabulary for most children
- Commands: *sit, come, roll over, beg, get the paper/the ball*
- Content words: *paws*

WORDS

- High-frequency words: *said, sit, was, a, good, he, sat, oh, no, come, very, it's, for, walk, went, with, ran, to, over, and, up, liked, be, put, his, get, the, wanted, got, then*
- One- and two-syllable words
- See the Word Analysis Charts in the *Program Guide* for specific words in each category.

ILLUSTRATIONS

- Full-page drawings on every page spread
- Close match between pictures and text
- Speech bubbles in illustrations

BOOK AND PRINT FEATURES

- Large font
- Ample space between words
- Four lines of print on most pages
- Periods, exclamation point, commas, quotation marks
- Word in bold on last page to indicate stress

► Rereading Books



PROMPTING GUIDE, PART 1
Refer to *Prompting Guide, Part 1* as needed.



- *Time for Lunch*, Level D
- *A Rainy Day*, Level B

- Invite children to reread *Time for Lunch* and *A Rainy Day*.
- While the children are rereading books, prompt taking words apart while reading, e.g., “Read that again and start the word.”

► Phonics/Word Work

One, Two, Three, Four, Five

One, two, three, four, five,
I caught a fish alive.

Six, seven, eight, nine, ten,
Then I let him go again.

Why did you let him go?
Because he bit my finger so.

Which finger did he bite?
The little finger on the right.

□ **PRINCIPLE** Recognizing and using short vowel sounds in the middle of words (CVC): *hat, bed*

□ **PRINCIPLE** Recognizing and using vowels in words with silent *e* (CVCe): *make, take, home*

“You can say a word slowly to hear the sounds.”

“You can use the sounds and letters to read a word.”

- Introduce the poem “One, Two, Three, Four, Five” (poem 7). Read it to the children from an enlarged version. Then, talk about the meaning and invite children to read it with you.
- Write on the whiteboard CV, CVC, or CVCe words such as *go, let, or five*. Say each word and have children repeat.
- Then have children write the words on whiteboards or in *My Writing Book*, and check what they have written with your model on the whiteboard.
- Finally, have children take turns finding CV, CVC, or CVCe words in the enlarged version of the poem and marking them with highlighter tape or marker. Suggested words: *five, let, him, did, bit, go, so, my, he*.
- Read the poem together again in *My Poetry Book*.



The Good Dog,
Level D



PROMPTING GUIDE, PART 1
Refer to *Prompting Guide, Part 1* as needed.



PROMPTING GUIDE, PART 1
Refer to *Prompting Guide, Part 1* as needed.

Introducing the Text

- Introduce the story by talking to children about their experiences trying to teach a pet to do something. Suggested language: “What do you remember about Orson and Taco? Well, the big dog Orson likes to be good. In this story, Jack tells Orson to do something, Orson does it. But notice what happens each time.”
- “Turn to pages 2 and 3. When Jack told Orson to sit, Orson was a good dog and he sat. But, what do you notice? You’re right. So Jack said, ‘Oh, no!’ when Orson knocked over the flower pot and made a big mess.”
- “Turn to pages 6 and 7 to see what happened when Jack said ‘Come, Orson!’”
- “Now turn to pages 8 and 9. What did Jack tell Orson to do? Yes, he told him to roll over. Say *over*. What letter would come first in *over*? Yes, it’s an *o*. Find *over* on page 8. Run your finger under it and say *over*.”
- “Now turn to pages 12 and 13. What do you think Jack told Orson to do? Poor Orson. He wanted to be good. Say *wanted*. What letter would come first in *wanted*? Find it. Run your finger under it and say *wanted*.”
- “Well, you are going to read about all the other things Jack tells Orson to do. And then Orson will be very, very tired.”
- “Look at page 16. What will Orson do now?”
- Turn back to the beginning and read *A Good Dog*.

Reading the Text

- As children read, confirm their use of information from the pictures with the words on the page, e.g., “That makes sense and looks right.”

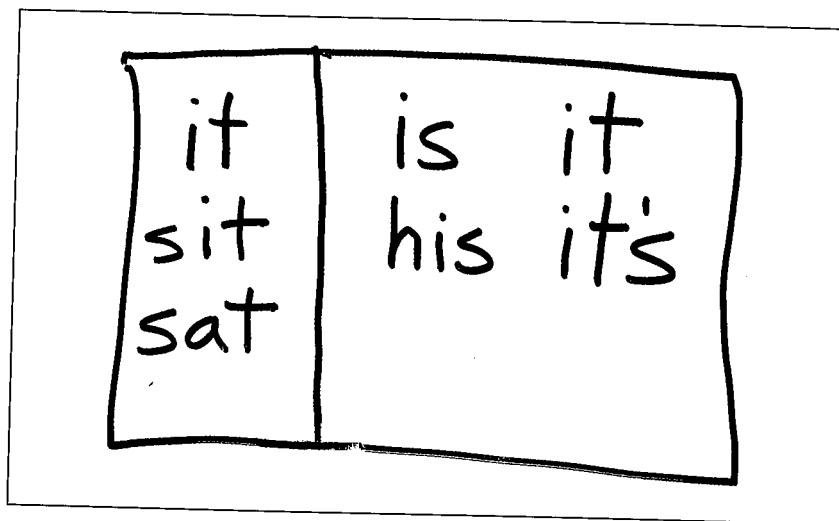
Discussing and Revisiting the Text

Talk with children about the things that Jack wanted Orson to do. Some key understandings children may express are:

- Orson tries to be a good dog and follow directions, but always causes a mess when he follows them. [Extend by asking for examples.]
- Orson is best at taking a nap because he doesn’t cause any trouble when he is sleeping.
- This story reminds me of _____.

Teaching Points

- Based on your observations, use *Prompting Guide, Part 1* to select a teaching point that will be most helpful to the readers.
- Revisit one or two pages to help the children read Jack’s commands with the intonation that Jack would use.



- Write *it* on the whiteboard and ask children to read the word. Then put *s* in front of it to make *sit*. Change the vowel to make *sat*.
- Now erase *it* and write *is*. Put an *h* at the beginning to make *his* and ask children to read it.
- Write *it* again. This time write the contraction *it's* below *it*. Have children read *it's* using their knowledge of the letters and sounds. Suggested language: "*It's* is a contraction. Instead of saying *it is*, you can say *it's*. This little mark (') is called an apostrophe, and it is a substitute for the letter *i* that is left out."

Game: Follow the Path

- Play Follow the Path using the high-frequency word card set.
- Each player throws a die or draws a card with a number on it to move a marker the corresponding number of spaces along a curved path to land on a square. To stay on the square, the player must read the word that is on the square. If the player misses the word, he goes back to the original space. The objective is to reach the destination (or end of the path) first.

Classroom Connection

Green #47

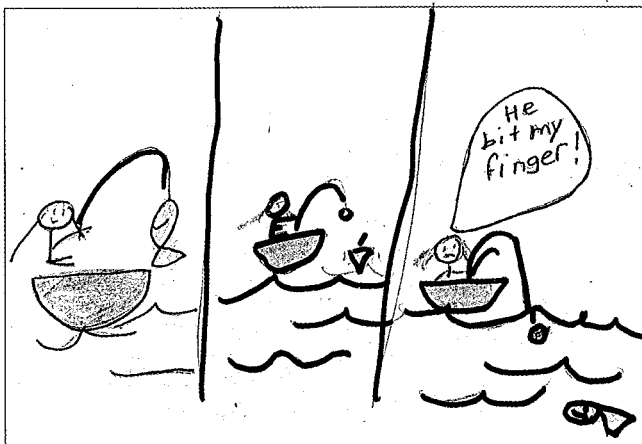
Name: Lisa

One, Two, Three, Four, Five

One, two, three, four five
I caught a fish alive.

Six, seven, eight, nine, ten,
Then I let him go again.

Why did you let him go?
Because he bit my finger so.



- Give the children the fold sheet with the poem "One, Two, Three, Four, Five" (poem 7) printed on it (see Online Resources site). Have children take the fold sheet back to the classroom.
- In the classroom, have children read the poem and illustrate it on their fold sheets.
- Give the children the take-home book *A Rainy Day* to reread in the classroom.
- Give the children the take-home book *A Rainy Day* to read at home to family members.
- Have children take home the fold sheet and share the poem with their families.

Home/School Connection

Assessing Reading and Writing Behaviors

Observe to find evidence that children can:

- say words slowly, listen for the sounds, and write the words.
- locate words in a text with multiple lines of print.
- quickly recognize high-frequency words.
- read without finger pointing, read in phrases, and read dialogue with expression.
- search for and use meaning, language, and print to solve words.
- recognize the contrast between the message in the print and the message in the pictures.
- recognize characters from a series.
- understand the conclusion of the story and what it means.

Supporting English Language Learners

To support English language learners, you can:

- **check** to be sure children can recognize and understand all the pictures and words used in Phonics and Letter/Word Work.
- **explain** the meaning of English commands that are used with dogs.
- **think** aloud about several of the pictures to explain the humor that they show—Orson is trying to be good, but it isn't always working.
- **help** children say some of the sentences to practice the language structure.
- **observe** children read the past tense verbs. If necessary, model how to say the *-ed* endings.
- **help** children notice the vowel in *ran* and *got*. "You said _____. That's not the way they would say it in a book" or "Listen to this." (Model two choices.) "Which one sounds better?"
- **expand** children's language in a conversational way.

Professional Development Links



When Readers Struggle: Teaching That Works

Chapter 16: Processing Texts: Teaching for Fluency. Use this chapter to understand how to help readers begin to read in phrases and use the punctuation.



Professional Development and Tutorial DVDs, *LLI Green System*

Refer to Instructional Routines and sample lessons as needed.



Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8

Chapter 4 (pp. 45–48). Use this chapter to explore the building of early-reading systems, including teaching for strategic actions for solving words, self-monitoring and self-correcting, searching for and using information, and summarizing.

Chapter 7 (pp. 74–78). Use this chapter to explore fluency. Figures 7-1 and 7-3 provide important information about how fluency changes over time.

YOU WILL NEED

- *My Friend*, Level B
- *A Rainy Day*, Level B
- *The Good Dog*, Level D
- *My Writing Book*
- magnetic letters: *g, o, o, o, d, u, r, t*

Visit fountasandpinnell.com/resources to download technological resources to support this lesson, including:

- *My Poetry Book* ✓
- Follow the Path game board
- word card set
- word cards: *good, out*
- Recording Form for *The Good Dog*
- fold sheet
- Parent Letter

SYSTEM **Green**

NEW BOOK ***My Friend***

GENRE **Nonfiction**



NEW BOOK
My Friend, Level B



REREADING
A Rainy Day, Level B
The Good Dog, Level D

Goals

- Say words slowly, listen for sounds, and write the letters that represent them.
- Say and hear vowel sounds and connect them to letters.
- Search for and locate words with particular features in a text with multiple lines of print.
- Add other sounds of *o* to children's understanding of vowel sounds.
- Recognize and write high-frequency words quickly and automatically.
- Read without finger pointing.
- Read with phrasing and expression.
- Write high-frequency words quickly.
- Begin a sentence with an uppercase letter and write end punctuation.
- Understand a category of information (things friends like to do together) and interpret the text by thinking about friends.

Analysis of New Book Characteristics



My Friend, Level B

GENRE/Form

- Nonfiction

TEXT STRUCTURE

- Two friends who like the same things
- No sequence

CONTENT

- Concept of friendship
- Concept of doing things with a friend

THEMES AND IDEAS

- Idea of activities that two friends enjoy doing together

LANGUAGE AND LITERARY FEATURES

- NA

SENTENCE COMPLEXITY

- One eight-word simple sentence on every left page, except last page
- Present tense
- Repeating pattern that does not vary until the last page
- Prepositional phrase

VOCABULARY

- Activities: *eat pizza, read books, ride bikes, jump rope, bake cookies, play ball, do puzzles*

WORDS

- High-frequency words: *my, likes, to, eat, with, me, play, do, like*
- One- and two-syllable words
- See the Word Analysis Charts in the *Program Guide* for specific words in each category.

ILLUSTRATIONS

- Drawings on every right page
- Close match between pictures and text

BOOK AND PRINT FEATURES

- Large font
- Ample space between words
- Three lines on each page of print, except last page
- Periods

► Rereading Books and Assessment

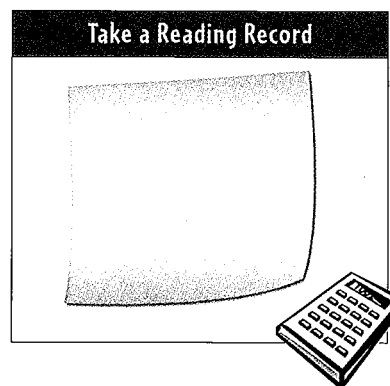


PROMPTING GUIDE, PART 1
Refer to *Prompting Guide, Part 1* as needed.

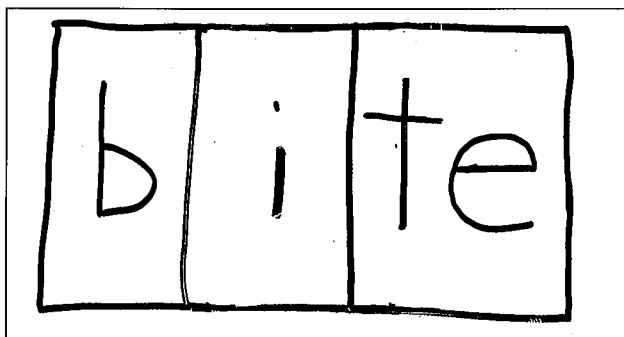


- *A Rainy Day*, Level B
- *The Good Dog*, Level D

- Listen to one child read *The Good Dog* as you code the reading behavior on the Recording Form, have a brief comprehension conversation, and make a teaching point that you think will be most helpful to the reader. Score and analyze the reading record following the lesson.
- Have the other children reread *A Rainy Day* and then *The Good Dog*.
- As children reread books, prompt for pausing as needed, e.g., “Listen to me read.” “Can you take a little breath at the comma?”



► Phonics/Word Work



- **PRINCIPLE** Saying words slowly to hear sounds and identify letters that represent them

“You can say words slowly to write them.”

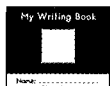
- Use sound boxes to help children review beginning letter sounds, vowel sounds, and word patterns in words such as *make, made, mad, tap, top, not, note, did, bit, bite, mile, smile, like, bike, can, and came* (see Instructional Routines, Sound Boxes, in the *Program Guide*).
- On the whiteboard, draw boxes for the number of sounds in the word. Have the children say the word slowly. Then write a letter in a box for each sound. Write letters left to right. When there is a silent *e*, tell the children you are adding the *e* in the last box to make the word look right. Point out that in some words with a silent *e* at the end, the vowel sound is the same as the name of the vowel letter.
- After demonstrating with three or four words, have the children write a few words on their own whiteboards.

My Poetry Book

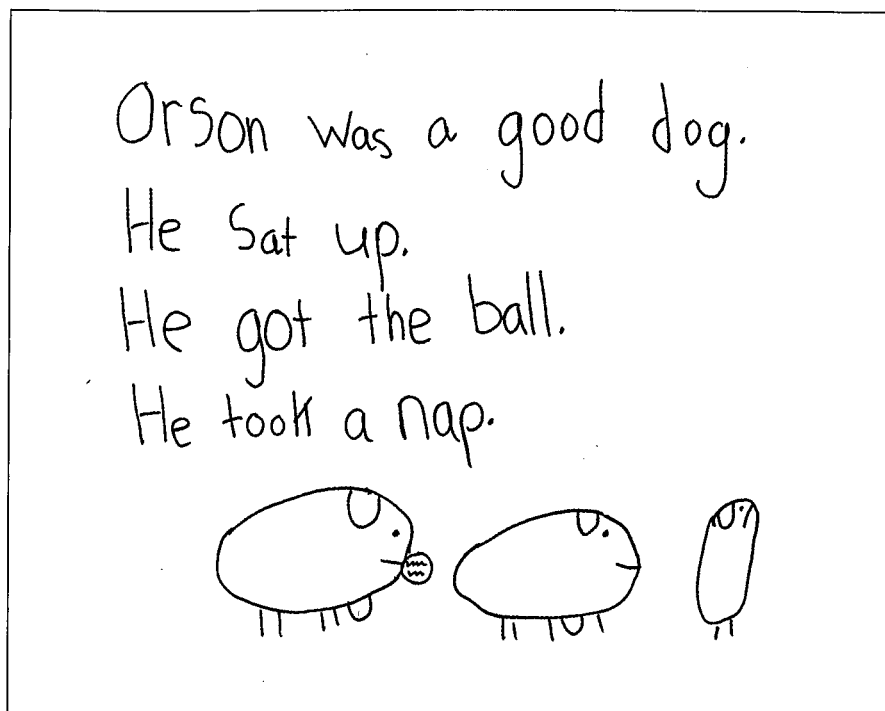
- Have the children take *My Poetry Book* and reread “The Smile Song” (poem 6). Have children search for a pattern word, pattern, beginning, or middle sound. Have them read the word and highlight the part or pattern they have noticed.

▶ Writing About Reading

Dictated Writing



- **MY WRITING BOOK**
- **PROMPTING GUIDE, PART 1**
Refer to *Prompting Guide, Part 1* as needed.



- If time allows, you may want to begin by having each child read recent pages from *My Writing Book*. Occasionally, ask the child to locate a word in a sentence read.
- Suggested language: “Orson wanted to be a good dog but every time he tried to do something that Jack wanted him to, something funny happened. Today, you are going to write about some of the things that Orson, the good dog, did.”
- Dictate the following sentences:

Orson was a good dog.
He sat up.
He got the ball.
He took a nap.
- Have children clap *Orson*. Then write *Orson* on the whiteboard for children to copy. Also show children how to write *was*, and point out the two *o*'s in the middle of *good* and *took*. Direct children's attention to the *a* that sounds like *o* in *ball*.
- Most of the other words such as *dog*, *sat*, *up*, *got*, *nap* should be easy for children to say slowly, listening for the sounds, and to write the letters in sequence.
- Prompt for quick writing of *he*, *the*, and *a*.
- Have the children reread and illustrate their sentences. Time permitting; you may want to have children locate a word or two.

► New Book



My Friend,
Level B

Introducing the Text

- Introduce children to the book by talking to them about some of the things that they like to do with their friends. Suggested language: “These two children are friends and they like to do things together. What are some things you think they might like to do? This story tells about things that two friends like to do together.”
- “Turn to pages 2 and 3 to see something that the two friends like to do together. Yes, so the friends say, ‘My friend likes to eat pizza with me.’ Say *with*. What letter would you see first in *with*? Put your finger under it and say *with*.”
- “Turn to pages 10 and 11. What else do the two friends like to do together?”
- “Now look at pages 14 and 15. What else do they like to do? Yes, they like to do puzzles together. Say *likes*. What letter comes first in *likes*? Find *likes* on page 10. Run your finger under it and say *likes*.”
- “Turn back to the beginning and read all the things the two friends like to do together.”

Reading the Text

- As the children read, prompt for self-correction, if needed, e.g., “Something wasn’t right.”

Discussing and Revisiting the Text

Talk with children about the things that the boy and girl in the story like to do together. Some key understandings children may express are:

- The friends like to do many things together. [Extend by asking for examples from the book, e.g., eat pizza, read.]
- The friends like each other. [Extend by asking for evidence from the story.]
- The friends feel happy when they spend time together. [Extend by asking for evidence from the pictures, e.g., they are smiling.]

Teaching Points

- Based on your observations, use *Prompting Guide, Part 1* to select a teaching point that will be most helpful to the readers.
- You may want the children to locate a word or two, such as *like* or *with*.
- Reinforce effective problem-solving that children used as they read.

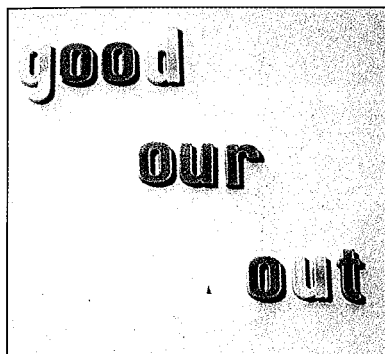


PROMPTING GUIDE, PART 1
Refer to *Prompting Guide, Part 1* as needed.



PROMPTING GUIDE, PART 1
Refer to *Prompting Guide, Part 1* as needed.

► Optional Letter/ Word Work



- Write *good* on the whiteboard. Have children look closely at the word and say what they notice about it. Children may respond by saying that it starts with *g* or that it has two *o*'s. Have the children make *good* with magnetic letters, then break it two or three times (*g-ood*).
- Now, write *our* on the whiteboard. Suggested language: "Say this word. It's a word that you know. Now watch me write another word that starts like *our*." Write *out* and ask children what they notice about *out* and *our*. Prompt children to tell how *our* and *out* are alike and different.
- Have children use magnetic letters to make *our* and *out* several times. Then give children the word cards *good* and *out* for their word bags.

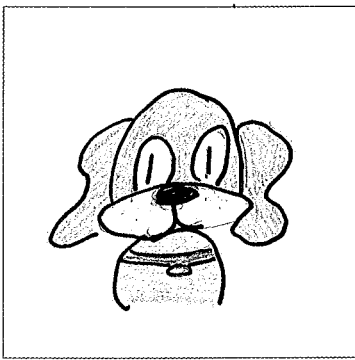
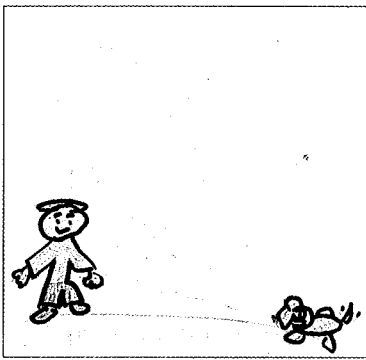
Follow the Path

- Use the high-frequency word card set to play Follow the Path as described in Lesson 47 (see Instructional Routines, Follow the Path, in the *Program Guide*).

Classroom Connection

Green #48 Name: Stephanie

Orson was a good dog. He got the ball for Jack.

- Give children the fold sheet with sentence strips for the following: *Orson was a good dog. He got the ball for Jack.* Have children take these materials back to the classroom (see Online Resources site).
- In the classroom, have children cut the sentence strips apart, mix up the words, then put them back into sentence order.
- Have children glue the sentences on the fold sheet, reread them, and illustrate them in class or at home.
- Give the children the take-home book *The Good Dog* to reread in the classroom.
- Have children take home their fold sheets with the cut-up sentences to illustrate and read with their families.
- Give the children the take-home book *The Good Dog* to read at home.

Home/School Connection

Assessing Reading and Writing Behaviors

Observe to find evidence that children can:

- say words slowly, listen for the sounds, and write the letters that represent them.
- say and hear vowel sounds and connect them to letters.
- search for and locate words with particular features in a text with multiple lines of print.
- recognize and write high-frequency words quickly and automatically.
- read without finger pointing and with phrasing and expression.
- begin a sentence with an uppercase letter and write end punctuation.
- understand a category of information (things friends like to do together) and interpret the text by thinking about friends.

Supporting English Language Learners

To support English language learners, you can:

- **demonstrate** and use clear, explicit language with sound boxes.
- **model** saying words slowly, having children say the words as well.
- **check** to be sure children can recognize and understand all the pictures and words used in Phonics and Letter/Word Work.
- **use** pictures to name the activities that the friends do together.
- **observe** children saying the word *likes*. Listen for the /s/ at the end. Tell children, "Saying *likes* makes it sound right in English."
- **ask** children to say the first sound of the word and check the picture, if they cannot remember a word. Provide the word, if needed.
- **think** aloud about what you do with a friend. Have children do the same.
- **encourage** children to repeat the dictated sentence several times before they begin writing.

Professional Development Links



When Readers Struggle: Teaching That Works

Chapter 9: Learning to Read and Write: the Phonological Base. Use this chapter to understand the role of phonological processing in reading and writing.



Professional Development and Tutorial DVDs, *LLI Green System*

Refer to the Instructional Routines and sample lessons as needed.



Interactive Writing: How Language and Literacy Come Together, K-2

Chapter 15 (pp. 233–235). Use this chapter to explore the strong connections between reading and writing in interactive writing.

YOU WILL NEED

- *What Am I?* Level D
- *My Friend*, Level B
- *The Good Dog*, Level D
- magnetic letters: *f, r, o, m, w, h, a, t, l, l*
- word bags

Visit fountasandpinnell.com/resources to download technological resources to support this lesson, including:

- *My Vowel Book* ✓
- word cards: *from, what, all, of*
- picture cards: *net, bat, mat, cat, hat, jacket, drum, worm, gum, bug, frog, log, bag, crib, crab, mop, soap, jeep, sheep, glass, dress*
- fold sheet
- Parent Letter

SYSTEM **Green**

NEW BOOK ***What Am I?***

GENRE **Nonfiction**



NEW BOOK
What Am I? Level D



REREADING
My Friend, Level B
The Good Dog, Level D

Goals

- Self-monitor and self-correct consistently.
- Search for and use meaning, language, and print while reading.
- Apply knowledge of consonant sounds to identify them at the end of words.
- Understand that sounds and letters are in sequence from left to right in a word.
- Notice parts of words in order to learn new words.
- Notice the *wh* cluster (consonant digraph) at the beginning of a word.
- Recognize high-frequency words quickly and automatically.
- Read without finger pointing.
- Read with phrasing and expression.
- Understand the structure of a text (information followed by the question).
- Understand that different animals have different homes and characteristics.

Analysis of New Book Characteristics



What Am I? Level D

GENRE/Form

- Informational nonfiction

TEXT STRUCTURE

- Series of facts about an animal followed by the question, "What am I?"
- Structure repeated over each two-page spread until the end
- Summary form with pictures of animals and labels on the last page

CONTENT

- Wild animals and where they live
- Wild animal behavior

THEMES AND IDEAS

- The different places animals live
- Suitability of homes for animals

LANGUAGE AND LITERARY FEATURES

- Question format with answers in the back

SENTENCE COMPLEXITY

- Three sentences on most left pages
- Sentences of nine to eleven words followed by a three-word question
- Present tense
- Repeating patterns varied by homes and actions
- Prepositional phrases

VOCABULARY

- Familiar animals for most children
- Action words: *swing, hide, sleep, swim, eating*
- Content words: *tree, grass, home, dirt, sea, ground, cave, sand, woods, leaves*

WORDS

- High-frequency words: *I, am, in, a, from, to, what, the, can, my, is, here, all, day, came, out, of, an*
- One- and two-syllable words
- See the Word Analysis Charts in the *Program Guide* for specific words in each category.

ILLUSTRATIONS

- Full-page drawings on every right page
- Close match between pictures and text
- Summary chart—animals with labels on last page

BOOK AND PRINT FEATURES

- Large font
- Ample space between words
- Four lines on each page of print, except for page 8 and last page
- Print in white space on every print page
- Periods, question marks

► Rereading Books










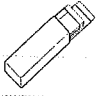







PROMPTING GUIDE, PART 1
Refer to *Prompting Guide, Part 1* as needed.



- *The Good Dog*, Level D
- *My Friend*, Level B

- ▣ Invite children to reread *The Good Dog* and *My Friend*.
- ▣ As the children reread books, prompt for pausing as needed, e.g., “Make a full stop at the period.”

► Phonics/Word Work

sit	him	dog	cab	hop	bus
					
					
					

- ▣ **PRINCIPLE** Recognizing and using ending consonant sounds and the letters that represent them: *b, m, t, d, g, n, p, f, l, r, s, z, x, ss, ll, tt, ck*

“You can hear the sound at the end of a word.”

“You can think about the letter at the end of a word.”

- ▣ Introduce ending consonant sounds. Suggested language: “You have been learning the sounds of consonants at the beginning of a word. Today, you will think about those same letters and sounds at the ends of words.”
- ▣ “Say *sit*. What letter do you expect to see at the end of *sit*?” Then write *sit* on a whiteboard to show children that the *t* is the last letter in the word.

Pocket Chart

- ▣ Place the word cards *sit, him, dog, cab, hop* and *bus* at the top of the pocket chart. Using the picture cards *net, bat, mat, cat, hat, jacket; drum, worm, gum; bug, frog, log, bag; crib, crab; mop, soap, jeep, sheep; and glass, dress*, demonstrate saying a word, listening for the last sound, matching the last consonant sound with one of the word cards, and placing the picture in the column below the word. In your demonstration, choose one picture card for each final consonant.
- ▣ Finally, mix up the picture cards and hold them up one by one. Have the children name the picture, think about the ending sound, and place the picture card below the appropriate word card.



What Am I?
Level D



PROMPTING GUIDE, PART 1
Refer to *Prompting Guide, Part 1* as needed.



PROMPTING GUIDE, PART 1
Refer to *Prompting Guide, Part 1* as needed.

Introducing the Text

- Introduce the story by talking with children about riddles. Ask them to share a favorite riddle with the class. Have them tell why riddles are fun. Suggested language: “This is a riddle book. On each page an animal gives clues and asks you to guess, ‘What am I?’”
- “Turn to pages 2 and 3. This animal gives some clues. What are some clues he might give without saying his name? The animal says, ‘I am in a tree. I swing from tree to tree.’ Say *from*. What letter comes first? Find it and say it. Then the animal asks, ‘What am I?’ Do you see the question mark? Say *what*. *What* begins with the two letters, *w-h*. Lots of question words begin with *w-h*. Find *what*. Run your finger under it and say it.”
- “Now turn to pages 6 and 7. What is this? This insect says its home is under the ground. Clap *under*.”
- “Now let’s turn to pages 10 and 11 and look at another animal. This animal sleeps in a cave. It says, ‘I sleep here all day.’ Say *here*. What letter comes first in *here*? Find it. Run your finger under it and say *here*.”
- “Turn back to the beginning and read *What Am I?*”

Reading the Text

- As the children read, help them use letter-sound information and think about whether what they say makes sense and looks right.
- Use prompts to help children problem solve or to reinforce effective problem solving.

Discussing and Revisiting the Text

Talk with children about the riddles in the story. Ask them what helped them figure out the answers to the riddles. Some key understandings children may express are:

- There are clues about the animal to help you guess what it is. [Extend by asking for examples, showing pages.]
- All of the animals in the story do different things and live in different habitats. [Extend by asking for examples such as bats sleep in caves; deer eat leaves in the woods, etc.]
- The animal I think is most interesting is _____.

Teaching Points

- Based on your observations, use *Prompting Guide, Part 1* to select a teaching point that will be most helpful to the readers.
- Reinforce effective problem solving that you observed, e.g., “You worked that out.”
- Be sure the children are checking on themselves as they read, e.g., “Does that sound right and look right?”

fr om

wh at

- Write the word *of* on the whiteboard and ask children to look at it carefully. Then have them turn to the *O* page in *My ABC Book* and write *of* on the page.
- Write *from* on the whiteboard. Suggested language: "This word begins with a consonant cluster. What is the consonant cluster?" Children respond *f-r*. Have them say /*fr*/ slowly so that they can hear the *f* and the *r*. Then have children say the ending letters, *-om*. Give children magnetic letters and have them make the word *from* and then break it two or three times (*fr-om*).
- Repeat the process with *what*. Tell children that this consonant cluster, *wh*, makes one sound. Have them make the sound of /*wh*/ and think about what their mouths are doing. Tell children that many question words start with the letters *wh*—like *when* and *where*. Then have children say *what*, make the word two or three times with magnetic letters, and then break it two or three times (*wh-at*).
- Write *all* on the whiteboard. Have children make it two times with magnetic letters.




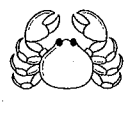





Word Bags

- Give children the word cards *from*, *what*, *all*, and *of* to put into their word bags.
- Have children quickly read through all of their word cards in the word bag.

Classroom Connection

Green #49

Name: James

t	m	g	b
			
			
			

- Give the children the four-column fold sheet with the letters *t*, *m*, *g*, and *b* printed across the top. Also give them a sheet of picture cards for *net*, *bat*, *jacket*, *drum*, *worm*, *bug*, *frog*, *crib*, and *crab* (see Online Resources site). Have children take these materials to the classroom.
- In the classroom, have them cut apart the picture sheet and sort pictures by their ending consonant sounds onto the fold sheet.
- Give the children the take-home book *My Friend* to reread in the classroom.

Home/School Connection

- Have the children take home their fold sheet and picture cards to sort by ending consonant sound and share the task with family members.
- Give the children the take-home book *My Friend* to read with their families.

Assessing Reading and Writing Behaviors

Observe to find evidence that children can:

- apply knowledge of consonant sounds to identify them at the end of words and work through a word from left-to-right.
- recognize and write high-frequency words quickly and automatically and learn new words by looking at their parts.
- search for and use meaning, language structure, and print while reading.
- read without finger pointing and with attention to phrasing and expression.
- understand the structure of a text (information followed by the question) and understand that different animals have different homes and characteristics.

Supporting English Language Learners

To support English language learners, you can:

- **monitor** for understanding of the end of a word. Model by saying words slowly and rearticulating the ending sound.
- **check** to be sure children can recognize and understand all the pictures and words used in Phonics and Letter/Word Work.
- **monitor** for understanding of the structure of this book and to be sure that children understand that the answers to the riddles are at the end of the book.
- **familiarize** children with the structure and meaning of the question "What am I?"
- **use** pictures to help children discuss the story.
- **think** aloud about something you learned from the book. Encourage children to do the same.

Professional Development Links

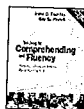


When Readers Struggle: Teaching That Works

Chapter 16: Processing Texts: Teaching for Fluency. Use this chapter to understand how to help readers begin to read in phrases and use the punctuation.



Professional Development and Tutorial DVDs, *LLI Green System*
Refer to Instructional Routines and sample lessons as needed.



Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8
Chapter 3 (pp. 32–34). Use this chapter to explore reading as thinking within, beyond, and about the text.

Chapter 4 (pp. 45–48). Use this chapter to explore the building of early reading systems including teaching for strategic actions for solving words, self-monitoring and self-correcting, searching for and using information, and summarizing.

YOU WILL NEED

- *Trucks*, Level B
- *My Friend*, Level B
- *What Am I?* Level D
- *My Writing Book*
- word bags

Visit fountasandpinnell.com/resources to download technological resources to support this lesson, including:

- picture cards: *bird, roof, scarf, lion, crown, moon, bear, four, jar, star, ax, six, fox*
- word cards: *man, bed, box, leaf, car*
- Recording Form for *What Am I?*
- fold sheet
- Parent Letter

SYSTEM **Green**

NEW BOOK ***Trucks***

GENRE **Nonfiction**



NEW BOOK
Trucks, Level B

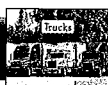


REREADING
My Friend, Level B
What Am I? Level D

Goals

- Apply knowledge of consonant sounds to identify them at the end of words.
- Understand that sounds and letters are in sequence from left to right in a word.
- Notice parts of words in order to learn new words.
- Notice the *wh* cluster (consonant digraph) at the beginning of a word.
- Recognize high-frequency words quickly and automatically.
- Read without finger pointing.
- Read with phrasing and expression.
- Say words slowly, listen for sounds, and identify letters that represent them.
- Write with good spacing, use an uppercase letter to start the sentence, and use end punctuation.
- Compose two or three sentences about a topic.
- Understand that information is presented about each kind of truck.
- Understand looking at a category of information (trucks) and thinking about its function.

Analysis of New Book Characteristics



Trucks, Level B

GENRE/Form

- Nonfiction

TEXT STRUCTURE

- Different kind of truck on every two-page spread
- Information about what trucks carry

CONTENT

- Concept of trucks carrying items
- Knowledge of items trucks are carrying

THEMES AND IDEAS

- Trucks and the items they carry
- Trucks and the work they do

LANGUAGE AND LITERARY FEATURES

- NA

SENTENCE COMPLEXITY

- One four-word and one five- or six-word simple sentence on every left page, except last page
- Present tense
- Repeating pattern that does not vary until the last page

VOCABULARY

- Content words: *truck, logs, cars, trash, hay, trees, sand, ice cream*

WORDS

- High-frequency words: *look, at, this, has, on, it, in, a*
- One-syllable words
- See the Word Analysis Charts in the *Program Guide* for specific words in each category.

ILLUSTRATIONS

- Drawings on every right page
- Close match between pictures and text

BOOK AND PRINT FEATURES

- Large font
- Ample space between words
- Three lines on each page of print
- Periods and exclamation point

► Rereading Books and Assessment

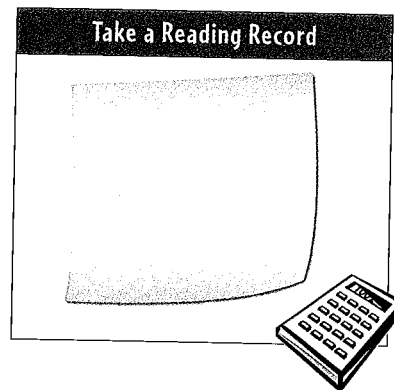


PROMPTING GUIDE, PART 1
Refer to *Prompting Guide, Part 1* as needed.












- *My Friend*, Level B
- *What Am I?* Level D

- ▣ Listen to one child read *What Am I?* as you code the reading behavior on the Recording Form, have a brief comprehension conversation, and make a teaching point that you think will be most helpful to the reader. Score and analyze the reading record following the lesson.
- ▣ Have the other children reread *My Friend* and then *What Am I?*
- ▣ As the children reread books, prompt for phrasing if needed, e.g., “Put your words together.”



► Phonics/Word Work

man	bed	box	leaf	car
				
				

- ▣ **PRINCIPLE** Recognizing and using ending consonant sounds and the letters that represent them: *b, m, t, d, g, n, p, f, l, r, s, z, x, ss, ll, tt, ck*

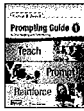
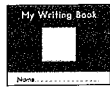
“You can hear the sound at the end of a word.”

“You can think about the letter at the end of a word.”

- ▣ Review the concept of ending consonant sounds that children began learning about in Lesson 49. Suggested language: “You can hear consonant sounds at the end of a word.”
- ▣ Place the word cards *man, bed, box, leaf,* and *car* at the top of a pocket chart. Read a word on a word card, running your finger under each word from left to right. Have children repeat the word listening for the final consonant sound. Then, hold up a picture card *bird, roof, scarf, lion, crown, moon, bear, four, jar, star, ax, six, fox* and demonstrate matching its final consonant sound with one of the word cards and placing the picture in the column below the word. Continue in this fashion by choosing one picture card for each final consonant sound.
- ▣ If children find it difficult to shift their thinking to the ending consonant sound, reduce the number of categories.

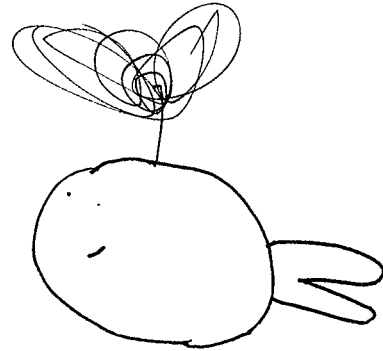
▶ Writing About Reading

Interactive Writing



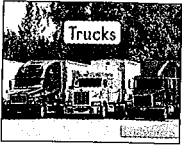
- **MY WRITING BOOK**
- **PROMPTING GUIDE, PART 1**
Refer to *Prompting Guide, Part 1* as needed.

I am in the sea.
I am big.
I blow air out of a
hole.
What am I?



- ❑ If time allows, you may want to begin by having each child read recent pages from *My Writing Book*. Occasionally, ask the child to locate a word in a sentence read.
- ❑ Suggested language: “In the book *What Am I?*, you read riddles about animals. Today, you are going to write your own animal riddle.”
- ❑ Brainstorm a list of three or four animals and list them on the chart. Together select one animal to write a riddle about. Use interactive writing to construct two or three sentences as clues, e.g.,

I am in the sea.
I am big.
I blow air out of a hole.
What am I?
- ❑ Write the high-frequency words that the children already know, but share the pen to write ones almost known, e.g., *out*, *of*.
- ❑ Select two or three words such as *big*, *air*, and *hole* to say slowly with the children. Have them say the word slowly to listen for the sounds and write the letters in sequence. Fill in the letters for which the sounds cannot be heard.
- ❑ Write the word *what*, pointing out the consonant digraph *wh*.
- ❑ Reinforce good spacing, the use of an uppercase letter to start the sentence, and the use of end punctuation.
- ❑ Have the children reread the sentences.
- ❑ If time allows, type the sentences and glue them into *My Writing Book* for children to read and illustrate the next day.



Trucks,
Level B

Introducing the Text

- Introduce children to the book by asking them if they have ever seen great big driving machines coming down the road. Suggested language: “This is a book about big machines. What do you know about these big machines? Yes, these big machines are trucks.”
- “In this big-machine book you are going to learn about different kinds of trucks and the kinds of things they carry.”
- “Turn to pages 2 and 3. Look at this truck. What does it have on it? Say *this*. *This* starts with the two letters *t* and *h*. *T* and *h* are the same letters that start the word *they*. Find *this* and say it.”
- “Turn to pages 8 and 9. Look at this truck. What does it have on it?”
- “Look at the truck on page 12. What does it have in it?”
- “You may be surprised at all of the things that trucks can carry.”
- “Turn back to the beginning, and read *Trucks*.”



PROMPTING GUIDE, PART 1
Refer to *Prompting Guide, Part 1* as needed.

Reading the Text

- As the children read, prompt for phrased reading, e.g., “Put your words together” or “Read this much.” (Use your finger to show the part that you want read.)

Discussing and Revisiting the Text

Talk with children about all of the things that trucks carry. Some key understandings children may express are:

- Trucks carry many different things. [Extend by asking for examples from the book, e.g., logs, cars, trash, hay, trees, sand, ice cream.]
- Trucks can carry big things like a house. [Extend by asking if they were surprised by this. Why or why not?]
- Trucks carry things that people use or need. [Extend by asking for examples from the book.]

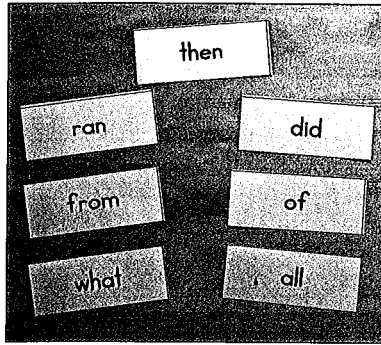


PROMPTING GUIDE, PART 1
Refer to *Prompting Guide, Part 1* as needed.

Teaching Points

- Based on your observations, use *Prompting Guide, Part 1* to select a teaching point that will be most helpful to the readers.
- You may want to revisit a page or two to reinforce fluent, phrased reading, e.g., “You put your words together.” “You made it sound like talking.”

► Optional Letter/ Word Work



- Have the children spread out the word cards from their word bags. Have them take turns locating and reading a word and then putting it away.
- Notice which words are the last to be selected.

Concentration

- If time allows, use two sets of the children's high-frequency word cards to play a quick game of Concentration.

Classroom Connection

Green #50		Name: <u>Andrea</u>	
<p>What am I ?</p> <p>by: <u>Andrea</u></p>	<p>What am I ?</p> <p>I like to Fetch</p>	<p>What am I ?</p>	<p>What am I ?</p>
<p>I like to bark.</p>		<p>I have four legs.</p>	

- Give children the fold sheet that can be made into a four-page stapled book (see Online Resources site). On the top of each right page is *What am I?*
- Give children their "books" to take back to the classroom. On each page, have children write clues such as *I like to _____, I eat _____* below the printed *What am I?*
- On the back of the page, have children write the name of the animal and draw its picture.
- Give children the take-home book *What Am I?* to reread in class.

Home/School Connection

- Have children take home their stapled books of animal riddles to share with their families.
- Give children the take-home book *What Am I?* to read to family members.

Assessing Reading and Writing Behaviors

Observe to find evidence that children can:

- quickly apply knowledge of consonant sounds to identify them at the ends of words and work through a word left to right.
- quickly recognize and write easy high-frequency words and learn new words by looking at the parts.
- read without finger pointing and with phrasing and expression.
- say words slowly, listen for sounds, and identify letters that represent them.
- write with good spacing, use an uppercase letter to start the sentence, and use end punctuation.
- compose two or three sentences about a topic.
- understand looking at a category of information (trucks) and thinking about its function.

Supporting English Language Learners

To support English language learners, you can:

- **check** to be sure children can recognize and understand all the words used in Phonics and Letter Word/Work.
- **use** pictures to recognize, name, and discuss the items that each truck is carrying.
- **monitor** for understanding *in* versus *on*.
- **ask** children to say the first sound of the word and check the picture if they cannot remember the item when reading. If necessary, give them the word.
- **model** thinking aloud about one of the trucks.
- **make** sure all children understand the function of a clue before writing clues.
- **encourage** children to repeat the constructed sentence several times before writing.
- **remind** children to read to someone at home even if that person does not read English.

Professional Development Links

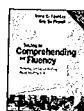


When Readers Struggle: Teaching That Works

Chapter 16: Processing Texts: Teaching for Fluency. Use this chapter to understand how to help readers begin to read in phrases and use the punctuation.



Professional Development and Tutorial DVDs, *LLI Green System*
Refer to Instructional Routines and sample lessons as needed.



Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8
Chapter 27 (pp. 438-442, 450, 452, 457-459). Use this chapter to help in understanding how readers extend their thinking through writing about reading.



Interactive Writing: How Language and Literacy Come Together, K-2

Chapter 8 (pp. 116-120). Use this chapter to explore how interactive writing supports children in learning about spelling.

Thinking Within the Text**Solving Words**

- Recognize a large number of regular words and easy high-frequency words quickly with the support of the meaning and language structure
- Locate the first and last letters of words in continuous text
- Say words slowly to identify first sound, connect to letter, and locate the word in a text
- Take apart words by using the sounds of individual letters in words with CVC patterns
- Recognize twenty or more high-frequency words within continuous text quickly
- Make connections between words by letters, sounds, or spelling patterns

Monitoring and Correcting

- Reread the sentences to problem solve, self-correct, or confirm
- Self-monitor accuracy and self-correct using known words, letter-sound information, and word parts
- Cross-check one kind of information against another to monitor and self-correct reading (for example, meaning with visual information)
- Use two or more sources of information (meaning, language structure, visual information) to self-monitor and self-correct reading
- Use known words to self-monitor and self-correct

Searching for and Using Information

- Notice details in pictures and use information to understand the text
- Process texts with simple dialogue and some pronouns, all assigned to speakers
- Reread to search for and use information
- Notice, search for, remember, and discuss information that is important to understanding
- Use text meaning and language structure to solve new words

Summarizing

- Remember information to help in understanding the end of a story
- Recall and retell the important information in or events from the text
- Understand and talk about a simple sequence or events or steps

Maintaining Fluency

- Identify and read some phrases as word groups
- Reflect words in bold with use of voice
- Reflect punctuation through appropriate pausing and intonation while reading orally
- Demonstrate appropriate stress on words in a sentence

Adjusting

- Slow down to problem solve and resume good rate of reading
- Anticipate and use language patterns when available but do not depend on them

Thinking Beyond the Text**Predicting**

- Use knowledge of language structure to anticipate the text
- Make predictions using picture information
- Predict the ending of a story based on reading the beginning and middle
- Make predictions based on personal experiences and knowledge
- Make predictions based on information gained through reading

Making Connections

- Make and discuss connections between texts and reader's personal experiences
- Make connections between texts that are alike in some way (topic, ending, characters)
- Recognize and apply attributes of recurring characters where relevant

Synthesizing

- Identify what reader already knows relative to information in the text
- Identify new information in text or pictures
- Acquire and report new information from text
- Talk about what the reader already knows about a topic or character prior to reading
- Show evidence in the text of new ideas or information

Inferring

- Infer and talk about characters' feelings, motives, and attributes
- Show evidence in the print or pictures to support inference

Thinking About the Text**Analyzing**

- Notice how the writer has made a story funny or surprising
- Identify and appreciate humor in a text
- Notice and comment on the connections between the print and the pictures
- Understand that a story has a beginning, a series of events, and an end
- Understand and discuss how writers use interesting characters and situations

Critiquing

- Share opinions about the text as a whole (beginning, characters, ending)
- Share opinions about illustrations

Additional Suggestions for Letter/Word Work

Use a chart or easel, whiteboard, magnetic letters, or pencil and paper to develop fluency and flexibility in visual processing, if needed.

- Recognize a few easy high-frequency words quickly (for example, *at, an, am, do, go, he, in, like, me, my, no, see, so, to, up, we*)
- Review high-frequency words from previous levels
- Write or make several high-frequency words quickly
- Add -s to words to make a plural and read them (*cat/cats*)
- Recognize several CVC words easily and quickly (*hot, bug, pin*)
- Make several CVC words (*cat, but, can, hot, get*) quickly
- Write several CVC words quickly
- Sort letters quickly by a variety of features (uppercase or lowercase; tall or short; with and without sticks, circles, tails, dots, tunnels)
- Match pictures with letters using beginning sounds
- Change the beginning letter to make a one-syllable word (*man/can*)
- Change ending letters to make a new one-syllable word (*cat/can*)
- Say and clap the syllables in one-, two-, three-, and four-syllable words (from pictures)
- Read the Alphabet Linking Chart in a variety of ways (sing, read letter names, read words, read pictures, read every other letter)