Part 3

Phonemic Awareness



Introduce Stretching Sounds You Do

- 1. Now I will call on individuals to stretch and answer the questions.
- 2. Remember that everyone stretches silently along with the person I call on.

| REPEATED | ROUTINE |
|----------|---------|
|----------|---------|

| ····· | You Do Words sounds | |
|---------------------------------------------------------------------------------------|---------------------------------------|-----------------------------|
| You Do 1. Everyone, ready. SS. raise fist to shoulder. | math add | /m/ /ǎ/ /th/ /ǎ/ /d/ |
| 2. word . Everyone, repeat. SS. repeat word. | 3. had | /h/ /ǎ/ /d/ /w/ /ǎ/ /k/ |
| name , stretch. S. stretches sounds – extending fingers, | 5. that | /w/ /a/ /k/ /th/ /ǎ/ /t/ |
| S. says word – raising fist to shoulder. SS. stretch silently. | 6. app 7. Jack | /ǎ/ /p/ /j/ /ǎ/ /k/ |
| T. mixes the order of questions 4 and 5. | 8. wag | /y/ /a/ /k/ /w/ /ă/ /g/ |
| 4. <u>different name</u> , first sound? S. says first sound. | 9. am | /ǎ/ /m/ |
| 5. <u>different name</u> , last sound? S. says last sound. | 10. bat | /b/ /ǎ/ /t/ /k/ /ǎ/ /sh/ |
| T. does not mix order of questions 6 and 7. | 12. back | /b/ /ǎ/ /k/ |
| 6. different name, vowel sound? S. says sound – making motion. | 13. at | /ǎ/ /t/ |
| 7. <u>different name</u> , label? S. says label. | 14. gas 15. tap | /g/ /ǎ/ /s/ /t/ /ǎ/ /p/ |
| Repeat all steps with You Do words so each student stretches a minimum of 2 words. | 16. map | /m/ /ǎ/ /p/ |

T. does not need to use all words in the list. Use extra words for students who need more practice.

Positive Error Correction Script in PEC Booklet, page 3.

F. SOUND CHAIN - NONE



Practice Reading Sentence

- 1. The phrases you just read are combined to make the sentence.
- 2. Everyone will all read the sentence together. Remember to read with accuracy and fluency.
- 3. Everyone, read the sentence.

SS. reads the sentence.

If group did not read with fluency, T. models reading the sentence with fluency and the group reads again.

Pam sat on the pan.

REPEATED ROUTINE

INDIVIDUAL TURNS

- 1. Now you'll each get a turn to read a phrase, and everyone will read the sentence.
- 2. Turn to Individual Turns on page 35.

SS. find page.

 \Rightarrow 3. **Everyone, pencil on** # (showing where).

SS. put pencil on #.

4. name , read.

S. reads phrase.

SS. track and check.

- 5. Checkers, accuracy?
- 6. Checkers, fluency?
- -> 7. Everyone, pencil on next # .
 - 8. different name , read.
 - S. reads the phrase.
 - SS. track and check.
 - 9. Checkers, accuracy?
 - 10. Checkers, fluency?
- `--Repeat steps 7–10 for a third phrase if there is one.
 - 11. Everyone, read the sentence.
 - SS. read sentence.

Repeat Steps 3–11 so each student has 2 turns to read a phrase.

Positive Error Correction

After correcting errors, S. rereads the phrase.

Script in PEC Booklet, page 18.



| Individual Turns |
|---------------------------------|
| 3. Mom and the tot |
| 4. are at the top |
| Mom and the tot are at the top. |
| s. do you see |
| 6. Ron and Tom |
| Do you see Ron and Tom? |
| 7. the tan rat |
| s. ran to the mop |
| The tan rat ran to the mop. |

Lesson Plan Book 1: Unit 2 – Part 21 – Sentences - Repeated Routine

Repeated Routine script for reading sentences Individual Turns

Part 21 **Sentences**



Ргер

1. Turn to Individual Turns on page 247.

SS. turn to page.



REPEATED ROUTINE

INDIVIDUAL TURNS

- 1. Individual turns.
- → 2. Everyone, pencil on # (showing where).
 - 3. name read for accuracy.
 - S. reads sentence.
 - SS. track and check.
 - 4. Checkers, accuracy?
 - 5. same name , read again for fluency.
 - S. reads sentence again.
 - SS. track and check.
 - 6. Checkers, fluency?

- Repeat Steps 2–6 so each student reads 2 sentences.

T. does not need to use all the sentences. Use extra sentences for students who need extra practice.

Positive Error Correction After correcting errors, S. rereads the sentence. Script in PEC Booklet, page 19.

| Indivi | dual Turns: Challenging |
|--------|---------------------------------------------------------------------------------------------------|
| 1. | The cobweb fell on his bed. (6) |
| 2. | The rabbit will vanish into the hut. (7) |
| 3. | The rabbit will vanish into a hut. (7) |
| 4. | Is Devin less suntan than his pal, Bill? (8) |
| 5. | Bill got mad and ran off in a huff. (9) |
| 6. | I will discuss the ill rabbit with the vet. $^{(9)}$ |
| 7. | His check fell in a bucket of wet shellfish! $^{(9)}$ |
| 8. | Chad was bitten but the redness is not bad. $^{(9)}$ |
| ndivi | dual Turns: More Challenging |
| 9. | Kevin has less to discuss with Will than I do. (10) |
| 0. | I miss Mom, Dad, and you so much that I sob. $\mbox{\scriptsize (11)}$ |
| 11. | Calvin will chop the log at the cabin on the hill. $\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \$ |
| 12. | I bet Rob will get a bucket of chicken, and I will get his check. (15) $\underline{\hspace{1cm}}$ |
| | |

Extra Practice: Challenging

- 13. Did Chuck back up until he fell? (7)
- 14. The rabbit can vanish into the shed. (8)
- 15. Val has a check, but Kevin has cash. (8)
- 16. Val has a check, and Kevin has cash (8)
- 17. Bennet is ill, but he will not admit it. (9)
- 18. Tell Devin to get his mess off the bed. (9) ___
- 19. Can you discuss the illness with Mom or Dad? (9)
- 20. Ross is in a huff and will not kiss Mom. (10)

Extra Practice: More Challenging

- 21. Tess will wish Ben well on that big fitness
- $\,$ 22. Did Kevin get his kitten to a vet for her $\,$ checkup? (11)
- 23. Chet and Russ ran off, but I will not fib for them. (12)
- 24. Bess is sick, so it will not be as much fun at the big kickoff. (15)

