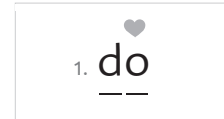UNIT 2

1 Part 1
New Heart Words

B. TEACH

Read: do

1. **Most heart words have some letters that you can spell by sound and some letters that you have to learn by heart.**

2. **Everyone, finger on one** (showing where on Modeling Page).
   T. and SS. put finger on #1.

3. **'Do'.**

4. **Everyone, read.**
   SS. read 'do'.

1. do

Explain Lines: do

1. **The lines show you the sounds in the word.**

2. **'Do' has two sounds so there are two lines.**

Identify Sounds: do

1. __name__ **, how many sounds in 'do'?**
   S. says 'two'.

2. __same name__ **, how do you know?**
   S. says 'because there are two lines under the word'.

Repeat Steps 1 and 2 with 3 additional students.

3. **I will Touch & Say.**

4. **/d/** (touching line under 'd'), **/o͞o/** (touching line under 'o').

5. **Everyone, your turn.**
   SS. say sound /d/ – touching line under 'd',
   SS. say sound /o͞o/ – touching line under 'o'.

6. __name__ **, what is the first sound in 'do'?**
   S. says sound /d/.

7. __same name__ **, what letter spells the sound /d/?**
   S. names letter 'd'.

8. **You know that the letter 'd' spells the sound /d/, so 'd' isn't a heart letter.**

9. **The second sound is /o͞o/ and you have to learn the spelling for it by heart.**

UNIT 2

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
1. math	/m/ /ă/ /th/
2. add	/ă/ /d/
3. had	/h/ /ă/ /d/
4. whack	/w/ /ă/ /k/
5. that	/th/ /ă/ /t/
6. app	/ă/ /p/
7. Jack	/j/ /ă/ /k/
8. wag	/w/ /ă/ /g/
9. am	/ă/ /m/
10. bat	/b/ /ă/ /t/
11. cash	/k/ /ă/ /sh/
12. back	/b/ /ă/ /k/
13. at	/ă/ /t/
14. gas	/g/ /ă/ /s/
15. tap	/t/ /ă/ /p/
16. map	/m/ /ă/ /p/

You Do

1. **Everyone, ready.**
   SS. raise fist to shoulder.

2. _word_ . **Everyone, repeat.**
   SS. repeat word.

3. _name_ , **stretch.**
   S. stretches sounds – extending fingers,
   S. says word – raising fist to shoulder.
   SS. stretch silently.

T. mixes the order of questions 4 and 5.

4. _different name_ , **first sound?**
   S. says first sound.

5. _different name_ , **last sound?**
   S. says last sound.

T. does not mix order of questions 6 and 7.

6. _different name_ , **vowel sound?**
   S. says sound – making motion.

7. _different name_ , **label?**
   S. says label.

Repeat all steps with You Do words so each student stretches a minimum of 2 words.

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

B. PRACTICE

Spelling Chain You Do

a. **mat** to **at**

1. **Now you'll put all the steps together.**

2. **'Mat' to 'at'. Everyone, repeat.**

   SS. repeat 'mat' to 'at'.

3. **Everyone, point to the sound that changes.**

   SS. point to 'm'.

   T. waits a maximum of 5 seconds.

4. __name of S. pointing to the correct letter__ , **what sound is going out?**

   S. says sound /m/.

5. **'Mat' to 'at'. Everyone, change tiles and say the sounds.**

   SS. take out 'm' tile, saying /m/.

6. __different name__ , **what sound went in?**

   S. says 'no sound'.

7. **Everyone, Touch & Say.**

   SS. Touch & Say 'at'.

b. **at** to **sat**

8. **'at' to 'sat'. Everyone, repeat.**

   SS. repeat 'at' to 'sat'.

9. **Everyone, point to the sound that changes.**

   SS. point to a space before the word.

   T. waits a maximum of 5 seconds.

10. __name__ , **sound going out for 'at' to 'sat'?**

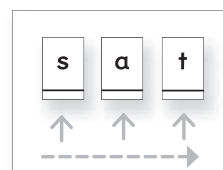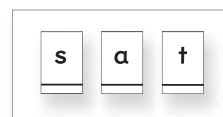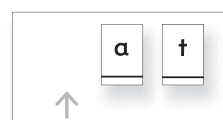   S. says 'no sound'.
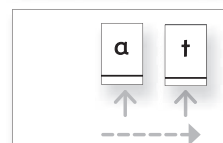
11. **Everyone, change tiles and say the sounds.**
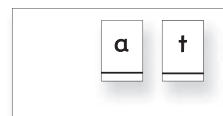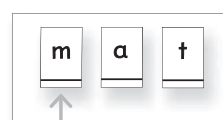
    SS. put in 's' tile, saying /s/.

12. __different name__ , **sound that went in?**

    S. says sound /s/.

13. **Everyone, Touch & Say.**

    SS. Touch & Say 'sat'.

Phrases
UNIT 2

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

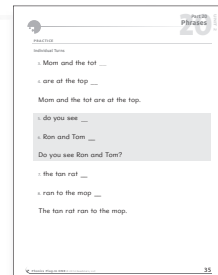### INDIVIDUAL TURNS

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.

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.

Individual Turns

3. Mom and the tot __

4. are at the top __

Mom and the tot are at the top.

5. do you see __

6. Ron and Tom __

Do you see Ron and Tom?

7. the tan rat __

8. ran to the mop __

The tan rat ran to the mop.

POSITIVE ERROR CORRECTION
After correcting errors, S. rereads the phrase.
Script in PEC Booklet, page 18.

UNIT 8

Part 21
21 Sentences

Prep

1. **Turn to Individual Turns on page 247.**

   SS. turn to page .
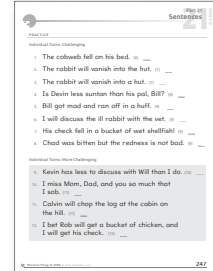
REPEATED ROUTINE

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.

Individual 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) __

Individual Turns: More Challenging

9. Kevin has less to discuss with Will than I do. (10) __
10. I miss Mom, Dad, and you so much that I sob. (11) __
11. Calvin will chop the log at the cabin on the hill. (11) __
12. I bet Rob will get a bucket of chicken, and I will get his check. (15) __

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 run. (10) __
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) __

Part 9
Heart Word Practice

INDIVIDUAL TURNS: Read New Heart Words

POSITIVE ERROR CORRECTION

- S. misreads a decodable part of the word (e.g., reads 'there' as 'where'):
    1. **You read** the heart letters **and the** 1st/last **sound correctly.**
    2. **What is the** name letter of sound missed **sound?**
        S. names the letter sound.
    3. **Look at** # of missed word **and read it again.**
        S. looks at the word and reads the word.

    After all misread words are corrected, use steps below to have student reread the set.

- S. misreads the heart letters (e.g., reads 'said' as 'sad').
    1. **You read the** 1st/last **sound(s) correctly.**
    2. **This word is** word **.**
    3. **Look at** word **and read it again.**
        S. looks at the word and reads the word.

    After all misread words are corrected, use steps below to have student reread the set.

- S. completely misreads the word:
    1. **You read a word.**
    2. **This word is** word **.**
    3. **Look at** word **and read it again.**
        S. looks at the word and reads it.

    After all misread words are corrected, use steps below to have student reread the set.

REREAD SET

1. **Pencils on one.**
    SS. put pencil on #1.
2. same name **, read all the words again.**
    S. reads the list of heart words again.
    SS. track and mark.
3. **Checkers?**
    SS. give thumbs up or helping hand.

S. finishes by reading all words correctly. If the student isn't accurate by the 3rd try, note it in the Teacher Book, say **"You got** # **correct"**, and give the next student a turn.

Part 10
Decodable Words: Mark & Read

INDIVIDUAL TURNS

POSITIVE ERROR CORRECTION

- S. misreads any words in a list:

  1. **You read # words correctly.**

  2. **Mark and Read # of missed word again.**
     S. marks and reads the word.

  If S. misreads the word again:

  1. **You read 1st/middle/last sound(s) correctly.**

  2. **Touch & Say.**
     S. uses Touch & Say to read the word.

  After all misread words are corrected, use steps below to have student reread the set.

REREAD SET

1. **Pencils on one.**
   SS. put pencils on #1.

2. **same name , read all the words again without marking.**
   S. reads words without marking.
   SS. track and mark.

3. **Checkers.**
   SS. show 'thumbs up' or 'helping hand'.

S. finishes by reading all words correctly. If the student isn't accurate by the 3rd try, note it in the Teacher Book, say **"You got # correct"**, and give the next student a turn.

Part 14
Blending Sounds

You Do

POSITIVE ERROR CORRECTION

- S. says a letter name instead of the sound:
    1. **That's the letter. What's the sound?**
        S. says sound.

    Continue with REPEATED ROUTINE.

- S. says incorrect sound:
    1. **That's the** _1st/last/vowel_ **sound. Stretch** _word_ **again and listen for the** _1st/last/vowel_ **sound.**
        S. stretches word again and says correct sound.

    Continue with REPEATED ROUTINE.

- S. says the vowel label instead of the vowel sound:
    1. **That's the label. What's the vowel sound?**
        S. says sound.

    Continue with REPEATED ROUTINE.

- S. says the vowel sound instead of the vowel label:
    1. **That's the vowel sound. What is the label?**
        S. says label.

    Continue with REPEATED ROUTINE.