

## YOU WILL NEED

- Take-Home Book, *Mom*
- *My Writing Book*
- Alphabet Linking Chart, enlarged version
- “Windshield Wiper,” enlarged poem
- magnetic letter set
- word bags

## From the CD:

- Verbal Path ✓
- *My Poetry Book* ✓
- Alphabet Linking Chart picture set ✓
- Letter Minibooks ✓
- Recording Form for *Mom*
- fold sheet
- Parent Letter

SYSTEM **Orange**NEW BOOK **Dad**GENRE **Realistic Fiction**

**NEW BOOK**  
*Dad*, Level A



**REREADING**  
*Mom*, Level A

*Mop*, Level C, small books

*Mouse*, Level C, small books

## Goals

- Read with voice-print match across one line of text.
- Use crisp pointing under each word.
- Use pointing to self-monitor voice-print match.
- Write *Mom*, by hearing sounds and writing letters.
- Write the high-frequency word *is* quickly.
- Write beginning consonants for some words.
- Hear the sounds of consonants at the beginning of a word.
- Match pictures to beginning consonant sounds.
- Use the language from a Verbal Path to trace letters.
- Read easy high-frequency words.
- Make easy high-frequency words, left to right, with magnetic letters.
- Locate *is*, *me*, and *Mom* in a text.
- Search for and use information in pictures.
- Discuss a familiar topic.

## Analysis of New Book Characteristics



*Dad*, Level A

## GENRE/Form

- Fiction
- Realistic

## TEXT STRUCTURE

- Each page showing action
- Ending showing affection between two children and their dad

## CONTENT

- Everyday activities

## THEMES AND IDEAS

- Recreational and work activities
- Father and child relationship

## LANGUAGE AND LITERARY FEATURES

- NA

## SENTENCE COMPLEXITY

- Simple three-word sentence on each page of print
- Present participle verb: *is hiding*

## VOCABULARY

- Action words with *-ing*

## WORDS

- High-frequency word: *is*
- One-syllable words with one two-syllable word on each page
- See the Word Analysis Charts in the *Program Guide* for specific words in each category.

## ILLUSTRATIONS

- Simple drawings
- Close match between pictures and text
- Communication of parent-child relationship through drawings

## BOOK AND PRINT FEATURES

- Large font
- Ample space between words
- One line on each page of print
- Print on the left on a blank page; illustrations on the right, except for last page
- Periods and exclamation point

## ► Rereading Books and Assessment



**PROMPTING GUIDE 1**  
Refer to *Prompting Guide 1* as needed.



- *Mouse*, Level C, small books
- *Mop*, Level C, small books
- *Mom*, Level A

- Listen to one child read *Mom* 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 start with *Mop*, and then read *Mom* and *Mouse* as time allows.
- As children read, reinforce voice-print match and crisp pointing under each word across a line of print. Prompt them to self-monitor use of language structure to solve unknown words, e.g., “Does that sound right?”



## ► Phonics/Word Work

### Windshield Wiper

I'm a windshield wiper.

This is how I go:

Back and forth, back and forth,

In the rain and snow.

- **PRINCIPLE** Recognizing and using beginning consonant sounds and the letters that represent them: *s, m, t, b, f, r, n, p, d, h, c, g, j, l, k, v, w, z, qu, y, x*

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

**“You can match letters and sounds at the beginning of a word.”**

- Use shared reading to reread “Windshield Wiper” (poem 4) from the chart and then from *My Poetry Book*.
- Have the children use *My Poetry Book* to find words that begin with the letters *w, f,* and *b* (and other letters that they know).
- Have children locate and highlight the words *the, is, in,* and *go*.
- Have a set of the Alphabet Linking Chart pictures you have taught so far. Hold up a picture and ask children to say the name of the object and think about how the word starts.
- Have children take turns finding the letter quickly on the Alphabet Linking Chart. (If this is very easy for children, use pictures that are different from the pictures on the chart.)
- Have children go back and reread the three poems in *My Poetry Book* with you.

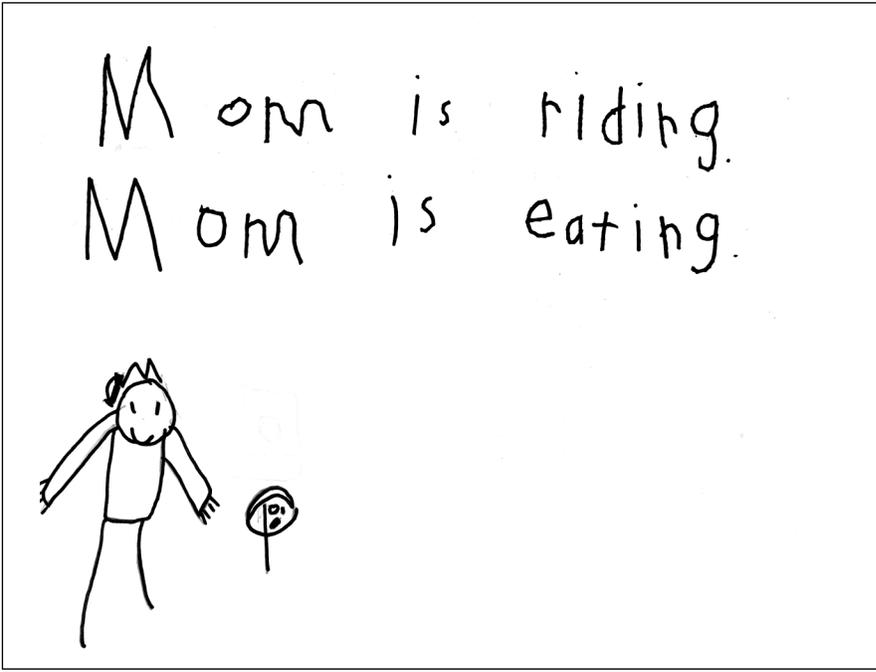
# ▶ Writing About Reading

## Dictated Writing



- MY WRITING BOOK
- PROMPTING GUIDE 1

Refer to *Prompting Guide 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.
- Dictate the following sentences:  
 Mom is riding.  
 Mom is eating.
- Have the children say *Mom* slowly to write each of the three sounds. You can draw three sound boxes on chart paper or on the whiteboard to help them think of all three sounds and letters in sequence (see Instructional Routines, Sound and Letter Boxes, in the *Program Guide*).
- Prompt for quick writing of *is*. Have the children start the words *riding* and *eating*, and then you can show the rest of the word on the whiteboard. Model writing on the whiteboard as needed.
- Talk about adding a period to the end of a sentence.

## ► New Book



**Dad,**  
Level A



**PROMPTING GUIDE 1**  
Refer to *Prompting Guide 1*  
as needed.

### *Introducing the Text*

- Introduce children to the book by showing the cover. “This book is called *Dad*. In this book, two children tell about their dad and all the things he is doing. What are some things Dad might be doing?” Children respond. “Yes, he is playing ball on the cover.”
- “Turn to pages 2 and 3. What is Dad doing?” The children respond, “Dad is driving.” “*Is* begins with *i*. Find is and put your finger under it. Say *is*.”
- “Now turn the page. What is Dad doing now?” Children respond, “Dad is cooking.” “Put your finger under is. Say *is*.”
- “Now turn to the beginning of the book and read about all of the things Dad is doing. Remember to point under each word and read softly.”

### *Reading the Text*

- As children read, reinforce crisp pointing under each word. If they have difficulty solving new words, prompt them to search for and use meaning, e.g., “Can the picture help?”

### *Discussing and Revisiting the Text*

Invite the children to talk about what Dad does in the book. Some key understandings children may express are:

- Dad can do lots of different things. [Extend by asking for examples.]
- Dad likes to [any example]. [Extend by asking why they think Dad would like to do that.]
- Dad likes to do many of the same things everyone likes to do. [Extend by asking why they think people like to do these things.]



**PROMPTING GUIDE 1**  
Refer to *Prompting Guide 1*  
as needed.

### *Teaching Points*

- Based on your observations, use *Prompting Guide 1* to select a teaching point that will be most helpful to the readers.
- As appropriate, revisit a page or two to reread and confirm voice-print match or use information from pictures to solve words.

## ► Optional Letter/Word Work



- Have the children take their stack of word cards and turn over and read one card at a time. Children should sort the cards into two piles—a pile for words that they know and another pile for words they are learning. Children can put the word cards for words that they know into the word bag.
- Tell children to choose one of the words they are learning. Have them look carefully at the letters that make the word and then use magnetic letters to make the word from left to right. Then have children check the word they have made against the word card. Children should repeat this process three times and then put the word card back into the word bag.

### Letter Minibooks

- Read Letter Minibooks for letters that children know (or that they have previously read). Have them use the Verbal Path to trace over the letter on the front of each book.

### Letter Sort

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

## Classroom Connection

Orange #12

Name: Andrew

Dad is painting. Dad is PLAYing.

- Have the children take to the classroom the fold sheet with “Dad is \_\_\_\_\_” on each side. Have them fill in the word and illustrate their sentences.
- Have children reread their Take-Home book *Mom*.
- Have the children take home the fold sheet to read at home.
- Also, have them take home and reread the Take-Home Book *Mom*.

## Home/School Connection

## Assessing Reading and Writing Behaviors

### Observe to find evidence that children can:

- quickly recognize known high-frequency words.
- control voice-print match across one line of print.
- search for and use information in pictures.
- say words and write some of the letters by identifying the sounds.
- quickly match pictures with letters.
- locate high-frequency words in text.
- write *is* quickly.
- discuss a familiar topic.

## Supporting English Language Learners

### To support English language learners, you can:

- **help** children in understanding “Does it sound right?”
- **check** for understanding of first and last parts of words.
- **make sure** children understand the names for the objects on the Alphabet Linking Chart and Letter Minibooks.
- **read** the poem to children several times and talk about (or act out) its meaning.
- **check** for children’s understanding of the words on the word cards.
- **demonstrate** the meaning of the Verbal Path.
- **use** the language of the text in a conversational way and have children repeat the language several times to help them remember the syntax.
- **make certain** that children understand what is happening in the pictures and have them say the labels for the actions.
- **support** discussion about what Dad likes to do and how that might relate to the child’s life.
- **check** for understanding of class/home work.
- **remind** children that they can read their book to a family member even if the family member doesn’t speak English.

## Professional Development Links



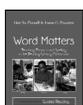
### *When Readers Struggle: Teaching that Works*

Chapter 9: Learning to Read and Write: the Phonological Base  
Chapter 10: Learning about Print: Early Reading Behaviors. Use these chapters to learn more about phonemic awareness and effective early reading strategies.



### *Professional Development and Tutorial DVD, Orange System*

View Teaching Within the LLI Lesson to learn more about the instructional routines for reading.



### *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom*

Chapter 8 (pp. 76–84). Use this chapter to explore What’s in a Word? Phonological and Orthographic Awareness.