
Lesson Objective:

In this lesson you, the listener, will help students to:

- Read the words below aloud, blending sounds to correctly form the word.
- Associate the word to a picture formed in the mind.
- Explain the mental picture.
- Encourage students to have different pictures for a single word.
- Teach students to ride the vowel to inflect up, down or flat.

Listener Suggestions: Remember it's OK for the student to make mistakes. Encouragement helps students learn.

fan mat gag vat

Exercise: (for: small group or individual students)

General Information: There are many different pictures that can be made from each of these nouns. Example: a fan can be: a big fan, a ceiling fan, a hand fan, a round fan, a square fan or even a sports fan. Without more information each student can make their own picture just as long as it is: a fan, a mat, a gag or a vat.

Vocabulary List: **fan:** mechanical or electric appliance used to cool, a enthusiast (as in sports); **mat:** carpet, rug; **gag:** joke, restraint to make someone quiet; **vat:** large storage container, tub

1. **Blending sounds to form the word:** Have each student read one word aloud. (Ensure that each student can blend the sounds correctly to make the word.)
2. **Visualization:** Have a student describe the picture that has formed in his/her mind regarding the first word. Ask specific questions to encourage the student to form clear mental pictures. What does the fan look like? (round, square, hand fan, etc.) Is the fan big or small? Is it on or off? If the student visualizes the "fan" as a person (sports fan), ask, "What is the fan wearing? Does the fan have a hat?" (The student can respond with any reasonable answer since it is their picture and no information other than the noun: *fan, mat, gag* or *vat* is given.)

Note: If a student has difficulty understanding the words, refer to the vocabulary list above. Ask the other students for their pictures. Ask: "Is your picture the same? Did anyone make a different picture?" (This should be fun. Encourage diversity.)

3. Repeat step 2 for each remaining word: *mat, gag, vat*.
4. **Inflection:** Explain that inflection is making your voice go up or down. Ask the student to "ride the vowel" (change inflection) in each word in three different ways by adjusting the pitch of the voice up, down, then flat. This will help students learn to read like they talk. (Note: all vowels are made with the tongue flat on the floor of the mouth – this makes it easier to inflect a vowel. Consonants use tongue movement which is why we ride the vowel instead.)

Expert Sheet: Lesson 4

Name:

Reading Comprehension-B

Date:

fan mat gag vat

Lesson Objective:

In this lesson you, the listener, will help the student to:

- Read each sentence aloud, as if it were being spoken in a conversation, inflecting and pausing appropriately.
- Form a picture in the student's mind. Each student can have a different picture for the same sentence.
- Explain his/her mental picture and answer the question appropriately.
- Understand that prior knowledge is important to answering a question.
- Answer questions about the story.

Listener Suggestions: Remember it's OK for the student to make mistakes. Encouragement helps students learn.

pack, tag, kick

Can **Nick** pack?

Did **Mack** tag **Jack**?

Did **Ann** kick?

Exercise: (for: small group or individual students)

1. **Fluency:** Point to the wider spaces between the words in the passage. Explain that these spaces are pause points. When reading, we can stop at a pause point to take a short breath and make or change our mental picture to interpret what we have read.
2. **Proper Nouns:** Tell the students that we usually pause after a proper noun to give us time to form a picture in our mind as we read. Peoples' names and words at the beginning of sentences always begin with capital letters. Ask students to identify the proper nouns in these sentences. (*bold: Nick, Mack, Jack, Ann*)
3. **Question Inflection:** Explain that inflection is a change in the pitch of our voice when we speak. We inflect when we ask a question to influence the listener. In the sentence: "Can I get a new bike?" To draw out a *yes* answer, we inflect up on the /I/ in *bike*. In the sentence, "Do I have to clean my room?" We inflect down on the /oo/ in *room* if we want a *no* answer.
4. Ask a student to read a sentence, pausing after or inflecting the proper noun and inflecting up or down on the last word before the question mark.
5. **Visualization:** Have the student describe his/her mental picture of the first sentence. Ask specific questions to encourage students to form clear mental pictures. What is Nick wearing? (jeans, shorts, etc.) Is Nick tall or short? Is he young or old? What does he have on his feet? Students can respond with any reasonable answer since it is their picture and no information is given other than the noun (*Nick, Mack, Jack, Ann*) and the action (*pack, tag, kick*). Ask the other students for their picture. Ask: "Is your picture the same?" "Do you have a different picture?" (This should be fun. Encourage diversity.)
6. Repeat step 4 and 5 for each remaining sentence.
7. **Comprehension:** Tell the students that Nick is a father. (Mack is a boy, Ann is a girl). Have a student answer the question. Answer: Yes, Nick can pack. (If Nick is a father, she certainly can pack a suitcase; a boy can tag, a girl can kick.)

Next, tell the students that Nick is a name you call your car. (Mack is the name you call your chair and Ann is a fish.) Repeat for each sentence. Solicit answers: No, Nick cannot pack. (Cars can't pack a suitcase; Chairs can't tag; a fish does not have legs so it can't kick.)

pack, tag, kick

Can **Nick** pack?

Did **Mack** tag **Jack**?

Did **Ann** kick?

Expert Sheet: Lesson 28

Teacher Instruction

Reading Comprehension-B

Older Reader (Level: 1.0)

Lesson Objective:

In this lesson you, the listener, will help the student to:

Read each sentence aloud, as if it were being spoken in a conversation, inflecting and pausing appropriately.

Form a mental picture as each sentence is read.

Explain and modify the mental picture as additional sentences are read and more information is added.

Understand poetry as a form of written expression different from regular prose (ordinary language people use in speaking or writing).

Switch from short and long vowel sounds appropriately

Answer questions about the story.

Listener Suggestions: Remember it's OK for the student to make mistakes. Encouragement helps the student learn.

Note: Sight words cannot be sounded out. Teach the sight word *to* before reading the passage. Small words ending in a vowel usually make the long vowel sound (Examples: *no, so, be, we, me*). The word *to* is pronounced with the cow sound /oo/ like *moo*. Vowel signals appear in bold text to help the student remember to change to the long vowel sound

A Pup That Can Paint
Spook the pup thinks that she can paint.
Her tail is in the can.
My wife is cool, she will not not faint.
Spook looks up and scrams.
Green dots rain and leave a trail.
I will catch her wait and see.
I jump, I fail and then I wail.
Spook stops to look at me.

Comprehension Facts: Spook the dog gets her tail in the paint pan and she runs and splatters paint. The author tries to catch her but misses. The curious dog stops to look.

Vocabulary list: **pup:** dog; **faint:** pass out; **trail:** tracks; **wail:** cry out; **scram:** run off, run away, get out

Exercise: (for: small group or individual students)

- 1. Vocabulary:** Review the vocabulary list and ensure that students understand possible word meanings.
- 2. Fluency:** Have a student read a sentence making sure s/he takes a short breath at the extra spaces or punctuation marks. Make sure the student inflects the last vowel before the question mark. Remind students that a pause is a signal to form or change the mental picture.
- 3. Visualization:** Have that student describe the picture that is formed as the sentence is read or how the picture changes as a new sentence is read.
- 4.** Repeat steps 2 and 3 for each sentence in the passage with a different student until all the sentences are read.
- 5. Summary and Comprehension:** Explain that poems have rhythm or lilt. Point out the rhyming words. After completing the passage, have one or more students read the entire story. Have a student summarize the story in his/her own words. Ask questions like: What is Spook? (dog) What did Spook put in the paint can? (her tail) Why is the man's wife cool? (She didn't faint.) What happened when Spook ran? (Green paint spots landed around the house.) What did the man try to do? (He tried to catch the dog.) How did he get Spook to stop? (He jumped and wailed and the curious dog stopped to look at him.)
- 6. Grammar:** Have students identify: **nouns:** pup, tail, pan, dots, wife, trail; **proper nouns:** Spook; **pronouns:** she, I, me; **adjectives:** cool, green; **articles:** the, a; **verbs:** thinks, paint, faint, looks, scram, rain, leave, catch, wait, see, jump, fail, wail, stops; **linking verbs:** was; **helping verbs:** did; **prepositions:** in, at; **conjunctions:** and

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Spook stops to look at me.

Lesson Objective:

In this lesson you, the listener, will help the student

Identify and mark the pause points in a passage.

Read a passage including 3 syllable words pausing or inflecting at the appropriate places.

Form a mental picture about what was read and summarize the passage.

Understand the vowel/sound/stick method for dividing long words.

Answer questions about the story.

Note: *Sticks are added in long words (the first time the word appears) to help students sound out each syllable.*

Listener Suggestions: Remember it's OK for the student to make mistakes. Encouragement helps the student learn.

Vitamin Supplements

The Recommended Daily Allowance of vitamins was set over 40 years ago. The Recommended Daily Allowance tells us how much of each vitamin we should have daily to ward off serious diseases. These diseases included: rickets, scurvy and blindness. What the professionals did not account for is the vitamins needed to maintain optimum health rather than borderline health. Today, experts believe that the Recommended Daily Allowance is not high enough and the amount of vitamins needed for a specific individual is unknown. The processed foods we eat have little nutritional value therefore, many nutritionists believe vitamin supplements should be used daily.

Comprehension Facts: The author explains why many nutritionists believe that the Recommended Daily Allowance of vitamins is too low. Nutritionists believe the allowance only provides for minimum health not for optimum health. In addition, the processed foods we eat have less nutritional value than foods that were eaten 40 years ago so we need to supplement with vitamins daily.

Vocabulary List: **vitamin:** substance necessary for normal life; **nutrition:** food; **determined:** set; **allowance:** daily allotment; **borderline:** minimum; **optimum:** maximum; **supplements:** something that substitutes for something that is missing; **maintain:** keep up; **scurvy:** disease caused by lack of vitamin C; **nutritionist:** person who studies the process by which living things use food; **rickets:** disease caused by lack of vitamin D; **professional:** one who has a career that requires special study

Exercise: (for: small group or individual students)

- 1. Vocabulary:** Review the vocabulary list and ensure that students understand possible word meanings.
- 2. Fluency:** Have a copy of the story for each student. Have each student mark the pause points in the passage with a pencil. General rules for pause points are: before a conjunction (and, or, but, etc.), before a preposition (of, to, in, with, by, for, etc.), before a relative pronoun (who, which, that), after a phrase that indicates time (the first time, second, etc.), to separate a comparison (greater than, more than, etc.) or after a proper name (unless the student chooses to inflect the proper noun). The pause points in the above story have been marked (\ between words).
- 3.** Have a student read a sentence using the pause points.
- 4. Visualization:** Have that student describe the picture that is formed as the sentence is read or how the picture changes as a new sentence is read.
- 5.** Repeat steps 3 and 4 for each sentence in the passage with a different student until all the sentences are read.
- 6. Summary and Comprehension:** Have one or more students read the entire story, pausing or inflecting at pause points and on the last vowel before the punctuation mark. Encourage students to read the passage as if it were being spoken in a conversation or to "Read Like You Talk". Have a student summarize the entire story in his/her own words. Ask students questions like: Who established the Recommended Daily Allowance? (experts on nutrition) To what does the Daily Allowance refer? (vitamins) Who believes that the vitamin daily allowance is too low? (nutritionists) Why is the vitamin daily allowance too low? (It is too low because of the nutritional level of processed foods.) What do nutritionists believe should be used daily? (vitamin supplements)

Name:

Date:

Directions: Each student should have a copy of the story.

Mark the pause points in the passage with a pencil (ex: The Recommended Daily Allowance /of ...).

Vitamin Supplements

The Recommended Daily Allowance of vitamins was set over 40 years ago. The Recommended Daily Allowance tells us how much of each vitamin we should have daily to ward off serious diseases. These diseases included: rickets, scurvy and blindness. What the professionals did not account for is the vitamins needed to maintain optimum health rather than borderline health. Today, experts believe that the Recommended Daily Allowance is not high enough and the amount of vitamins needed for a specific individual is unknown. The processed foods we eat have little nutritional value therefore, many nutritionists believe vitamin supplements should be used daily.

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Read a passage including 3 syllable words pausing or inflecting at the appropriate places.

Form a mental picture about what was read and summarize the passage.

Understand the vowel/sound/stick method for dividing long words.

Answer questions about the story.

Note: Sticks are added in long words (the first time the word appears) to help students sound out each syllable.

Outlaws of the American West

The American West \had a rough past. There were bank robbers \and scoundrels \of all kinds. The Dalton brothers \were among them. Some folks might laugh \and say that the Dalton brothers were just good old boys \who were driven \to a life of crime. These tough men grew up \in rough times \in an /un/con/trol/la/ble territory.

The brothers worked \as marshals \and fought awesome scoundrels until two \of the brothers, Bob \and Emmett, \were accused \by the Southern Pacific Railroad \of train /rob/be/ry. The boys may not have been guilty \of this /cri/mi/nal act, \but with a posse \of law men /sha/do/wing them, \the boys teamed up \with some friends \and formed \what was called The Dalton Gang. The gang went \on a bank-robbing spree, stealing dough until 1892 \when they were caught robbing the /Cof/fey/ville bank \in the state \of Kansas. Two brothers were shot \and died, \but Emmett survived \and was brought \to justice.

Comprehension Facts: The American West had a rough past. The Dalton brothers once defended the law but when they were accused of train robbery they became bank robbers. They became the Dalton Gang and made plenty of money robbing banks until they were caught in 1892. Two of the Dalton brothers died. Emmett was caught and convicted of bank robbery.

Vocabulary List: **uncontrollable:** wild; **territory:** area or region; **awesome:** noteworthy; **marshal:** sheriff; **scoundrels:** outlaws; **criminal act:** crime; **accused:** blamed; **robbery:** theft; **spree:** fling; **dough:** money; **survived:** lived

Exercise: (for: small group or individual students)

- 1. Vocabulary:** Review the vocabulary list and ensure that students understand possible word meanings.
- 2. Fluency:** Have a copy of the story for each student. Have each student mark the pause points in the passage with a pencil. General rules for pause points are: before a conjunction (and, or, but, etc.), before a preposition (of, to, in, with, by, for, etc.), before a relative pronoun (who, which, that), after a phrase that indicates time (the first time, second, etc.), to separate a comparison (greater than, more than, etc.) or after a proper name (unless the student chooses to inflect the proper noun). The pause points in the above story have been marked (\ between words).
- 3.** Have a student read a sentence using the pause points.
- 4. Visualization:** Have that student describe the picture that is formed as the sentence is read or how the picture changes as a new sentence is read.
- 5.** Repeat steps 3 and 4 for each sentence in the passage with a different student until all the sentences are read.
- 6. Summary and Comprehension:** Have one or more students read the entire story, pausing or inflecting at pause points and on the last vowel before the punctuation mark. Encourage students to read the passage as if it were being spoken in a conversation or to “Read Like You Talk”. Have a student summarize the entire story in his/her own words. Ask the student questions such as: Why were the Dalton brothers outlaws? (They robbed trains) Were the Dalton brothers always outlaws? (No, The Daltons used to be lawmen) What were the Dalton brothers accused of? (Southern Pacific Railroad train robbery) When did the bank-robbing spree end? (1892) Which brother was brought to justice? (Emmett)

Name:

Date:

Directions: Each student should have a copy of the story.

Mark the pause points in the passage with a pencil (ex: The American West /had a ...).

Outlaws of the American West

The American West had a rough past. There were bank robbers and scoundrels of all kinds. The Dalton brothers were among them. Some folks might laugh and say that the Dalton brothers were just good old boys who were driven to a life of crime. These tough men grew up in rough times in an /un/con/trol/la/ble territory.

The brothers worked as marshals and fought awesome scoundrels until two of the brothers, Bob and Emmett, were accused by the Southern Pacific Railroad of train /rob/be/ry. The boys may not have been guilty of this /cri/mi/nal act, but with a posse of law men /sha/do/wing them, the boys teamed up with some friends and formed what was called The Dalton Gang. The gang went on a bank-robbing spree, stealing dough until 1892 when they were caught robbing the /Cof/fey/ville bank in the state of Kansas. Two brothers were shot and died, but Emmett survived and was brought to justice.

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In this lesson you, the listener, will help the student to:

- Read each sentence aloud, as if it were being spoken in a conversation, inflecting and pausing appropriately.
- Form a mental picture as each sentence is read.
- Explain and modify the mental picture as additional sentences are read and more information is added.
- Read a passage that includes more than one sentence on a line.
- Switch from short to long vowel sounds appropriately.
- Answer questions about the story.

Listener Suggestions: Remember it's OK for the student to make mistakes. Encouragement helps the student learn.

Note - 1: The "ce" in *price* is pronounced /s/.

Shop and Save at the Great Mart

Great Mart brings you fresh food and home goods. This week, you can save on both fresh corn on the cob and milk in a jug. Here, you can get a bug in a rug, a coat for a goat, a hat for a cat or rice for wild mice at a great price.

If you need fresh meat, eggs, juice, clams or grape jam shop at Great Mart. If you need paint, tiles, bricks or stone for a fence, you can find them here. Do you need a broom, soap, a mop or a clock? Stop and shop here, we have it all at Great Mart.

Take a plane, a bus, a train, or a car to get to Great Mart. We have the things you need for less. You will not go broke, no joke!

Comprehension Facts: This is an ad to encourage people to shop at the Great Mart. They encourage you to come in and buy milk or corn on the cob and lots of other things too. They have fresh food and great prices.

Note: Introduce advertising. Explain that advertising is a way to get a message about a product or service across quickly. An advertisement features the best qualities of a product, to encourage you to buy the product or use the service. Introduce newspaper or magazine advertising. Have the student find examples of advertisements at home or in the library. Ask the student: "What do you think a Great Store looks like?" "What type of passage is this?" "What is the name of the food store chain?" "What do they think they have that they feel is special?"

Vocabulary: **clam:** sea creature; **fence:** enclosure, barrier; **broom:** something used to sweep dirt; **broke:** lose money

Exercise: (for: small group or individual students)

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3. **Visualization:** Have that student describe the picture that is formed as the sentence is read or how the picture changes as a new sentence is read.
4. Repeat steps 2 and 3 for each sentence in the passage with a different student until all the sentences are read.
5. **Summary and Comprehension:** After completing the passage, have one or more students read the entire story. Have a student summarize the story in his/her own words. Ask questions like: What type of passage is this? (Ad) What is the name of the shop? (Great Mart) What do they think they have that they feel is special? (variety of products and great prices) What is the special this week? (fresh corn on the cob and milk in a jug) What can you buy at Great Mart? (corn, milk, bug in a rug, coat for a goat, rice for mice, meat, eggs, juice, clams, jam, paint, tiles, bricks, stone, broom, soap, mop and a clock) What other things are you likely to get there? (student's pick so long as it fits the story) How do they suggest you get to the shop? (plane, bus, train or car)
6. **Grammar:** Have students identify: **nouns:** food, goods, week, corn, cob, milk, jug, bug, rug, coat, goat, hat, cat, rice, mice, price, meat, eggs, juice, clams, jam, paint, tiles, bricks, stone, fence, broom, soap, mop, clock, plane, bus, train, car; **proper nouns:** Great Stores; **adjectives:** Great (Stores), this, fresh, not, both; **articles:** the, a; **verbs:** brings, get, need, find, stop, shop, have, take, go broke; **helping verb:** can, do; will; **pronouns:** you, we, it; **prepositions:** in, at, on, to; **conjunctions:** and, or

Name:

Date:

Shop and Save at the Great Mart

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