



# S.P.I.R.E.®

Specialized Program Individualizing Reading Excellence

4th Edition

Level 3, Lesson 1: so, he, fly

# SAMPLER

includes content from

- *S.P.I.R.E. STAR* Digital Teacher Companion
- Teacher's Guide
- Student Workbook
- Blackline Masters



# Admit every student into a reader's world of wonder.

**NEW** *S.P.I.R.E.*® 4th Edition opens up the wondrous world of reading imagination to nonreaders, struggling readers, and students with dyslexia in all these ways:

- Consistent, intensive, and structured curriculum is research-proven.
- Scripted, easy-to-follow Teacher's Guide saves time for educators.
- A choice of physical or online materials adds flexibility.
- Simplified assessments readily confirm your students' progress.
- The *S.P.I.R.E. STAR* Digital Teacher Companion lets teachers easily Share, Track, Assess, and Report.

Preview *S.P.I.R.E.* in these pages, and begin to see how its teacher-led 10-step lessons turn self-doubters into delighted readers.

GRADES Pre-K-8+





**NEW S.P.I.R.E. 4th Edition**

with Digital Teacher Companion

# S.P.I.R.E. STAR Digital Teacher Companion

**NEW** with the 4th Edition, *S.P.I.R.E.* now adds the option of a full-featured online teaching platform: the *S.P.I.R.E. STAR* Digital Teacher Companion. It gives teachers new flexibility to toggle between digital and print-based teaching tools, depending on their preferences and learning environment, while their students work in print.

## AN AID TO INSTRUCTION

*S.P.I.R.E. STAR* gives teachers new capabilities for digital instruction and assessment. It also affords digital access to existing *S.P.I.R.E.* teacher materials, including the lessons and activities in the Teacher's Guide, all structured in parallel to printed *S.P.I.R.E.* with clear connections between the two formats. Instruction is organized online by scene, with each scene referenced on the left of the Teacher's Guide instructional pages.

**S.P.I.R.E. STAR**

1.5 • Short e (Preview)

**Step 1: Phonogram Cards**

1/2 of 3 scenes

Display Phonogram Card 25.

The name of this letter is **e**. What is the name of this letter? (e) The letter **e** is a vowel. You will learn how to read and spell words with the vowel **e**.

15

1.5 • Short e (Preview)

**Step 1: Phonogram Cards**

1/2 of 3 scenes

The key word for **e** is **bed**. The key word helps us "unlock" the sound to remember it. What is the key word? (bed) Listen as I say the key word slowly.

Say **bed** slowly, emphasizing the /e/ sound.

What is the key word for **e**? (bed) What is the letter's name? (e) The sound the letter **e** makes is /e/. What sound does **e** make? (/e/) Say **bed**, /e/. (bed, /e/)

Have students repeat **e**, /e/, **bed**, /e/ several times.

1.5 • Short e (Preview)

**Step 3: Word Building**

Students use the Small Letter Set from their Manipulatives Kit to build words.

Listen as I say a word: **met**. Say **met**. (met) Let's sound out **met** using our fingers.

**S.P.I.R.E.**

a b c d e

**Teacher's Guide**

Short e

Lesson 5 Short e introduces students to the concept of the short vowel e. This sound is often difficult for students, which is why it is presented as the last of the short vowels. The key word, *bed*, has been deliberately chosen not only to develop the short-e concept, but also to assist with frequent *b/d* confusion. The key word *bed* is easily recalled because we can make the word look like an actual bed. The student can visualize the *b* forming the headboard and the *d* forming the foot of the bed.

1 **Step 1: Phonogram Cards**

Review all previously learned Phonogram Cards. Display Phonogram Cards 1–24.

I will show these letters one at a time. When I show a letter, say the letter's name and then its sound.

Model the first item for students. For example, for Phonogram Card 1, say the following:

This is the letter **p**. The letter **p** stands for the /p/ sound. When I show this card, you say: **p**, /p/.

Review Phonogram Cards 1–24.

2 Display Phonogram Card 25.

The name of this letter is **e**. What is the name of this letter? (e) The letter **e** is a vowel. You will learn how to read and spell words with the vowel **e**.

3 Display Key Word Sheet **e**.

The key word for **e** is **bed**. The key word helps us "unlock" the sound to remember it. What is the key word? (bed) Listen as I say the key word slowly.

Say **bed** slowly, emphasizing the /e/ sound.

What is the key word for **e**? (bed) What is the letter's name? (e) The sound the letter **e** makes is /e/. What sound does **e** make? (/e/) Say **bed**, /e/. (bed, /e/)

Have students repeat **e**, /e/, **bed**, /e/ several times.

4 **Step 2: Phonological Awareness**

**Sound Identification**

Students listen for the short e sound in the words you say, raising their hands when they hear the sound.

Use your eyes. I will say a word. Repeat the word, and if you hear the /e/ sound, raise your hand.

**met**. (met) Do you hear the /e/ sound in **met**? (yes) So, you should raise your hand.

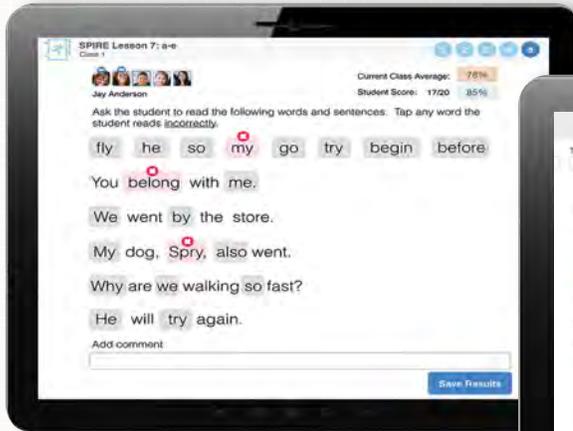
**run**. (run) Do you hear /e/ in **run**? (no) So, you should not raise your hand.

Use the activity with the following words: *let, red, cat, yes, get, sun, bed, hat, left, and best*.

Introductory Lesson 5 189

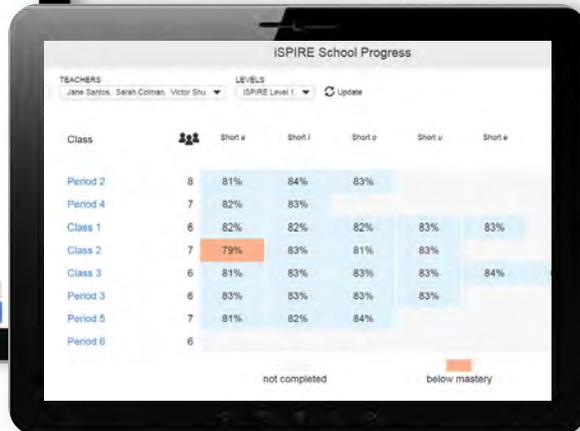
## ASSESSMENT WITH DIGITAL SCORING AND REPORTING

*S.P.I.R.E. STAR* lets teachers score students' print assessments, record their fluency and accuracy, and track student progress online in real time. It also consolidates this information into at-a-glance reports you can share at the class, school, or district level.



### Concept Assessment

As the student reads from the print assessment, the teacher records the student's responses digitally. The responses are automatically scored and the data entered to create individual and class reports.



Report shows how individual students and groups of students are mastering each new skill in the Concept Assessment.

### Pre/Post Test

S.P.I.R.E. Progress Report

REPORT: Pre/Post-Test LEVEL: Level 2

		Pre-Test				Date	Post-Test				Date
		DW	DS	CWPM	Comp		DW	DS	CWPM	Comp	
AC	Amanda ...	90%	75%	77	60%	9/15/19	93%	95%	103	80%	2/10/20
CL	Carlie Lig...	63%	85%	125	80%	9/15/19	98%	95%	65	80%	2/10/20
CS	Charlie S...	70%	85%	22	40%	9/15/19	88%	90%	108	80%	2/10/20
FM	Frank Mo...	80%	50%	67	60%	9/15/19	90%	80%	62	80%	2/10/20
GD	Gordon D...	85%	90%	149	40%	9/15/19	93%	95%	91	100%	2/10/20
TB	Tom Brown	78%	85%	184	60%	9/15/19	80%	85%	72	100%	2/10/20

DW - Decodable words  
DS - Decodable sentences  
CWPM - Correct words per minute  
Comp - Comprehension

Compare the progress of individual students and groups of students from the beginning of each level to its completion.

## CREATED EXPRESSLY FOR TEACHERS

Note that students cannot sign in to the digital platform, nor use it directly. *S.P.I.R.E. STAR* is a resource built exclusively for teachers to facilitate class instruction and individual student assessment, scoring, and tracking.



**S.P.I.R.E.**®

Specialized Program Individualizing Reading Excellence

**4th Edition**



***Level 3***

Teacher's Guide

Sheila Clark-Edmands

**EDUCATORS PUBLISHING SERVICE**



## Introductory Lesson 1: *so, he, fly*

Lesson Overview		
Step	Materials	Activity / Procedure
<b>Step 1: Phonogram Cards</b>	<ul style="list-style-type: none"> <li>Phonogram Cards 1–52</li> <li>Key Word Sheet <i>so, he, fly</i> (BLM p. 3)</li> </ul>	<ul style="list-style-type: none"> <li>Review previously taught Phonogram Cards</li> <li>Introduce Phonogram Cards 51 (<i>so, he, fly</i>) and 52 (<i>y</i>)</li> <li>Introduce key words <i>so, he, fly</i></li> </ul>
<b>Step 2: Phonological Awareness</b>	<ul style="list-style-type: none"> <li>2 green and 2 white circles (Manipulatives Kit)—1 set per student</li> <li>Phoneme Segmentation Sheet (Workbook p. 5 or BLM p. 1)</li> </ul>	<ul style="list-style-type: none"> <li>Segmentation: use circles to represent sounds in a word, then identify the vowels</li> <li>Substitute a phoneme to make a new word</li> </ul>
<b>Step 3: Word Building</b>	<ul style="list-style-type: none"> <li>1 green and 1 white circle (Manipulatives Kit)—1 set per student</li> <li>Phoneme-Grapheme Sheet (BLM p. 2)</li> </ul>	<ul style="list-style-type: none"> <li>Use circles to represent sounds, then write letters to make a word</li> </ul>
<b>Step 4: Decoding and Sentence Reading</b>	<ul style="list-style-type: none"> <li>Words and Sentences (Workbook p. 7)</li> </ul>	<ul style="list-style-type: none"> <li>Word decoding</li> <li><i>so, he, fly</i> automaticity</li> <li>Vocabulary development</li> </ul>
<b>Step 5: Prereading</b>		<ul style="list-style-type: none"> <li>Phoneme-grapheme analysis: letter/sound analysis</li> </ul>
<b>Step 6: Reading</b>	<ul style="list-style-type: none"> <li>Word Find (Workbook p. 8)</li> <li>Words and Sentences (Workbook p. 7)</li> </ul>	<ul style="list-style-type: none"> <li>Word Find</li> <li>Sentence reading</li> </ul>
<b>Step 7: Sound Dictation</b>	<ul style="list-style-type: none"> <li>Lesson Dictation Paper (BLM p. 16)—1 per student</li> </ul>	<ul style="list-style-type: none"> <li>Write known spellings for sounds</li> </ul>
<b>Step 8: Prespelling</b>		<ul style="list-style-type: none"> <li>Phonological awareness: identify phonemes in <i>my</i></li> </ul>
<b>Step 9: Spelling</b>	<ul style="list-style-type: none"> <li>Lesson Dictation Paper (from Step 7)</li> <li><i>Optional:</i> Alternate Dictation Words (Appendix)</li> </ul>	<ul style="list-style-type: none"> <li>Say and spell words</li> <li>Identify vowels</li> </ul>
<b>Step 10: Sentence Dictation</b>	<ul style="list-style-type: none"> <li>Lesson Dictation Paper (from Step 7)</li> <li><i>Optional:</i> Alternate Dictation Sentences (Appendix)</li> </ul>	<ul style="list-style-type: none"> <li>Make a dash for each word in a sentence</li> <li>Write and say sentences</li> </ul>
<b>Independent Practice &amp; Assessment</b>	<ul style="list-style-type: none"> <li>Independent Practice 1 and 2 (Workbook pp. 9–10)</li> <li>Concept Mastery Fluency Drill 3.1 (BLM p. 46)—1 master copy and 1 copy per student</li> </ul>	<ul style="list-style-type: none"> <li>Assign Independent Practice while assessing individual students</li> <li>Assess student fluency reading <i>so, he, fly</i> words</li> </ul>

Digital  
scene

**Lesson 1 so, he, fly** introduces students to the following concept: When a word or a syllable ends with a vowel, the vowel says its name. Students do not use the terms “long vowel” and “short vowel.”

### Pre-Test

Before beginning Introductory Lesson 1, administer the **Level 3 Pre-Test**.



**Paper Assessment:** Follow the directions for administration and scoring, found in *Blackline Masters for Instruction and Assessment*.



**Digital Assessment:** Follow the directions for administration and scoring, found online.

①

### Step 1: Phonogram Cards

Review all previously learned Phonogram Cards. Display Phonogram Cards 1–50.

**I will show these consonants, vowels, and letter teams one at a time. When I show a consonant or vowel, say the name of the letter and then say its sound. When I show a letter team, say the name of the letters and then say their sound.**

Model the first item for students. Review Phonogram Cards 1–50.

②

**Today you will learn about vowel sounds at the end of a word or syllable. If a vowel is at the end of a word or syllable, the vowel will say its name.**

Display Phonogram Card 51.

**Look at the first word. This word is so. Look at the next word. This word is he. Can you hear the vowels saying their names in so and he? Now look at the last word. This word is fly. The vowel is y, but it will borrow the sound /ī/ when it is at the end of a word.**

③

Display Phonogram Card 52.

**What is this letter? (y) What sound have we learned that y makes? (/y/) In the word fly, what sound does y make? (/ī/) When you see the letter y on a white card, say the sound it makes as a consonant, /y/. When you see the letter y on a green card, say the sound it makes as a vowel, /ī/. What are the two sounds the letter y can make? (/y/, /ī/)**

④

Display Key Word Sheet *so, he, fly*.

**The key word sentence that will help you remember the rule is: *Sam gets on the jet so he can fly home.***

⑤

Display Phonogram Card 51.

**I want you to say the three key words and their vowels that say their names. Say so, /ō/; he, /ē/; fly, /ī/. (so, /ō/; he, /ē/; fly, /ī/)**

Have students repeat *so, /ō/; he, /ē/; fly, /ī/* several times.

⑥

Display Key Word Sheet *so, he, fly*.

Read the key word sentence again with students: *Sam gets on the jet so he can fly home*. Have students repeat the sentence several times.

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**Step 2: Phonological Awareness****Segmentation**

Students use 2 green and 2 white circles from their Manipulatives Kit to identify and manipulate sounds in words.

Students can use the Phoneme Segmentation Sheet on page 5 of their workbook, or you may choose to make a copy for each student.

**Put your circles in the gray box at the top of your sheet. I will say a word, and you will bring a circle down for each sound you hear. Use green circles for vowel sounds. Use white circles for consonant sounds.**

**The first word is *no*. Bring down a circle for each sound you hear. Remember to use the green circle for the vowel sound.** Wait for students to finish.

Check to be sure that students bring down two circles and have used the green circle in place of the vowel sound.

**Where is the vowel in this word? (It is at the end of the word.) The vowel is at the end, and it says its name. What is the vowel's name? (o)**

Repeat the activity with *so* and *why*. Then have students change *why* to *by*, *by* to *be*, and *be* to *me*.

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**Step 3: Word Building**

Students use 1 green and 1 white circle from their Manipulatives Kit to identify and manipulate sounds in words. Then students write the letters that represent those sounds to build words.

Distribute a copy of the Phoneme-Grapheme Sheet to each student.

**Put your circles in the gray box at the top of your sheet. Remember that a vowel says its name when it is at the end of a word or syllable. Say *no*. (no) How many sounds do you hear in *no*? (2) Look at your paper. Bring down a circle for each sound you hear in the word *no*. Remember to use a white circle for the consonant sound and a green circle for the vowel sound. Go back and touch each circle, saying its sound or sounds.** (/n/ /ō/)

**Now touch the first circle you brought down and say the sound it makes. (/n/) Push the circle up, and write *n* in the first box. What sound does the green circle make? (/ō/) What letter makes this sound? (o) Push up the green circle, and write *o* in the box. Now look at the word. Underline the vowel. Is the vowel at the end of the word? (yes) What sound does the vowel make? (/ō/) Put your finger under each letter or team as you say its sound or sounds, and then say the word fast. (/n/ /ō/; no)**

Repeat the activity with the following words: *so* and *why*.

**Step 4: Decoding and Sentence Reading****Decoding**

Use the top half of workbook page 7, "Words and Sentences."

**Open your workbook to page 7 and look at the words on the top of the page. Put your finger under the first word and say it aloud. (he) Underline the vowel. What sound does the e make in this word? (/ē/) Yes, it says its name because the vowel is at the end of the word.**

**Point to each letter and say its sound. (/h/ /ē/) Go back to the beginning of the word and glide your finger under it, saying it fast. (he) Who can use this word in a sentence? (Answers will vary.)**

Continue reading the words, from left to right and row by row, using the same procedure. Have students underline the vowels, draw a smile under any letter teams, draw a line between any syllables, mark any silent e's by crossing out the e and drawing a curved line from the e back over the consonant, and draw a circle around any s that comes before a silent e. Ask students to use the word in a sentence if you are unsure whether they understand it.

Explain that syllables like *be* can appear at the beginning of a word, such as in the word *begin*.

After five minutes, move on to Step 5.

**Vocabulary Development**

The following words may present meaning challenges for some students: *spry* and *pry*. Check that students understand the meanings of the words. Discuss unknown vocabulary with students using the strategies described in Vocabulary Development, in the Appendix.

**Step 5: Prereading****Phoneme-Grapheme Analysis**

Write *spy* on the board. Review with students that the vowel *y* at the end of a word says /ī/.

**This word is *spy*. What is this word? (spy)**

**In the word *spy*, what letter says /s/? (s)**

**In the word *spy*, what letter says /p/? (p)**

**In the word *spy*, what letter says /ī/? (y)**

**In the word *spy*, what does the letter *s* say? (/s/)**

**In the word *spy*, what does the letter *p* say? (/p/)**

**In the word *spy*, what does the letter *y* say? (/ī/)**

**Say *spy*. (spy) Say *spy* again, but instead of /p/, say /l/. (sly)**

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**Step 6: Reading**

Use workbook page 8, "Word Find."

**Open your workbook to page 8. What words do you see in the center of your Word Find? (so, he, fly) What do these words have in common? (They all have vowels at the end that say their names.)**

**Look at all the words. Find the words that have vowels at the end that say their names, and color the vowels. Then read each word and circle it. See how many of these words you can find and read in five minutes.**

After five minutes, have students take turns reading their circled words aloud. As a word is read, write it on the board and have students check it off on their page.

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Use the bottom half of workbook page 7, "Words and Sentences."

**Open your workbook to page 7 and look at the sentences on the bottom of the page.**

**Look at the first sentence: 1. My dog is shy. Circle the first word in the sentence that ends with a vowel. What is the word? (My) What is the vowel in the word? (y) What sound does the vowel make? (/ī/) Now say each sound in the word. (/m/ /ī/)**

**Go back to the beginning of the sentence, and read the whole sentence silently without stopping.**

Have students circle the remaining word that ends with a vowel that says its name in the first sentence. Next, ask students to read the circled words and then the sentence aloud. Finally, read the sentence together with students.

Repeat the procedure with each sentence. Remind students to make a picture in their minds as they read to make sure they understand each sentence.

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**Step 7: Sound Dictation**

Distribute Lesson Dictation Paper to each student.

**1. Say /ī/. (/ī/) What are two ways you know to write this sound? (i-e, y) Remember that the *i* can say its name because of the magic *e* and that a *y* can make an /ī/ sound when it is at the end of a word. Write both *i-e* and *y* on your paper. Name the letters as you write. (i-e, y) Now look at the letters you just wrote. What are the names of the letters? (i-e, y) What sound does *i-e* make? (/ī/) What sound does *y* make at the end of a word? (/ī/)**

Repeat with the following sounds. If a sound can be represented multiple ways, students should write all known ways to represent that sound. 2. /ē/ (e-e, e); 3. /ă/ (a); 4. /ī/ (i-e, y); 5. /önk/ (onk); 6. /ō/ (o-e, o); 7. /k/ (c, k, ck); 8. /ī/ (i-e, y); 9. /kw/ (qu); 10. /ch/ (ch, tch)

Digital  
scene

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**Step 8: Prespelling****Phonological Awareness**

**Say *my*.** (my) **Now say a word that rhymes with *my*.** (Sample answers: by, why, fly) **How many sounds do you hear in *my*?** (2) **What is the first sound you hear in *my*?** (/m/) **What vowel sound do you hear in *my*?** (/i/) **How do we spell /i/ at the end of a one-syllable word?** (y)

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**Step 9: Spelling**

Students use the same sheet of Lesson Dictation Paper distributed in Step 7.

Alternate Dictation Words covering the same skills, found in the Appendix, are available for older students.

- Say *my*.** (my) **Who can spell the word *my*, writing the letters on the board as you name them?** Have a student come to the board to write the word. Make sure the student spells the word with a y instead of an i. (m, y) **Let's spell *my* together.** (m, y) **Now pick up your pencil and write *my*, naming the letters as you write.** (m, y)

**Look at the word you just wrote and underline the vowel. What sound does it make?** (/i/) **Why does the y make the sound /i/?** (It is at the end of a word.) **Go to the beginning of the word and sound out each letter or team.** (/m/ /i/) **Now glide your finger under the word and say it fast.** (my)

Repeat with the following words: 2. spry; 3. no; 4. chase; 5. before; 6. also; 7. be; 8. by; 9. she; 10. fly

When finished, have students take turns reading the words aloud.

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**Step 10: Sentence Dictation**

Students use the same sheet of Lesson Dictation Paper distributed in Step 7.

Alternate Dictation Sentences covering the same skills, found in the Appendix, are available for older students.

**Listen carefully as I say a sentence, and watch as I make a dash on the board for each word.**

- Jo also left before the game.**

Make a dash on the board as you say each word.

**Say the sentence as I point to each dash.** (Jo also left before the game.) **Let's say the sentence again, and this time you make a dash on your paper for each word.** (Jo also left before the game.) **Look at your dashes again and say the sentence, pointing to each dash as you say each word.** (Jo also left before the game.)

**Now write the sentence on your paper, writing one word on each dash.** (Wait for students to finish writing.)

• **Put your pencil down when you finish, and go back and check the sentence. If you find a mistake, do not erase it. Put brackets around the mistake, and write the correct word above it.**

• You may need to demonstrate bracketing a mistake and making a correction, as shown in Sentence Dictation, in the Appendix. Help students check and correct the sentence.

• **What are the three words in this sentence that have the same pattern as so, he, or fly? (Jo, also, before) In the word before, the first syllable is be. Can you hear the e saying its name? (yes) The consonant after it belongs to the next syllable, fore.**

• Repeat the procedure with the following sentence:

2. She is my pal, and so is he.

• When students finish, have them read both sentences aloud.

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### Independent Practice

• While you are administering the Concept Mastery Fluency Drill to students one at a time, the other students may complete independent practice for extra reinforcement of this lesson's concepts.

• **Independent Practice 1:** Have students turn to page 9 in their workbook. Read the words at the top of the page and the first incomplete sentence with students. Then have students find the word that completes the sentence and write it in the space. Encourage students to complete the page independently.

• **Independent Practice 2:** Have students turn to page 10 in their workbook. Read the instructions, the words at the top of the page, and the first incomplete sentence with students. Then have students find the word that completes the sentence and write it in the space. Encourage students to complete the page independently.

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### Concept Mastery Fluency Drill

• Test students one at a time. Select the student being tested and give the student Concept Mastery Fluency Drill 3.1. For information on using the Concept Mastery Fluency Drill for fluency instruction and additional assessment, see Rereading for Fluency, in the Appendix.



• **Paper Assessment:** Follow the directions for administration and scoring, found in *Blackline Masters for Instruction and Assessment*.



• **Digital Assessment:** Follow the directions for administration and scoring, found in Lesson 3.1, Scene 18.



**Reinforcing Lesson 1a: so, he, fly**

Lesson Overview		
Step	Materials	Activity / Procedure
<b>Step 1: Phonogram Cards</b>	<ul style="list-style-type: none"> <li>Phonogram Cards 1–52</li> <li>Decodable 2 Word Cards 80–87</li> <li>Sight Word Card 120</li> </ul>	<ul style="list-style-type: none"> <li>Review previously taught Phonogram Cards</li> <li>Introduce Decodable 2 Word Cards 80–87</li> <li>Introduce Sight Word Card 120</li> </ul>
<b>Step 2: Phonological Awareness</b>		<ul style="list-style-type: none"> <li>Sound identification: identify <i>so, he, fly</i> sounds</li> <li>Sound providing: identify consonant and vowel sounds</li> </ul>
<b>Step 3: Word Building</b>	<ul style="list-style-type: none"> <li>Small Letter Set (Manipulatives Kit)—1 per student</li> </ul>	<ul style="list-style-type: none"> <li>Use letters to build words and sound them out</li> </ul>
<b>Step 4: Decoding and Sentence Reading</b>	<ul style="list-style-type: none"> <li>Words and Sentences (Workbook p. 11)</li> </ul>	<ul style="list-style-type: none"> <li>Word decoding</li> <li>Sentence comprehension</li> </ul>
<b>Step 5: Prereading</b>		<ul style="list-style-type: none"> <li>Phoneme-grapheme analysis: letter/sound analysis</li> <li>Identify syllables</li> <li>Introducing the story: build background, vocabulary, and concepts</li> </ul>
<b>Step 6: Reading Comprehension</b>	<ul style="list-style-type: none"> <li>Passage (Workbook p. 12)</li> <li>Graphic Organizer (Workbook p. 13 or BLM p. 17)</li> <li>Fluency Tracking Sheet (Workbook p. 225)</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading</li> <li>Comprehension activity: graphic organizer</li> <li>Rereading for fluency</li> </ul>
<b>Step 7: Sound Dictation</b>	<ul style="list-style-type: none"> <li>Lesson Dictation Paper (BLM p. 16)—1 per student</li> </ul>	<ul style="list-style-type: none"> <li>Write known spellings for sounds</li> </ul>
<b>Step 8: Prespelling</b>		<ul style="list-style-type: none"> <li>Phonological awareness: identify phonemes in <i>so</i></li> </ul>
<b>Step 9: Spelling</b>	<ul style="list-style-type: none"> <li>Lesson Dictation Paper (from Step 7)</li> <li><i>Optional:</i> Alternate Dictation Words (Appendix)</li> </ul>	<ul style="list-style-type: none"> <li>Say and spell words</li> <li>Identify vowels</li> </ul>
<b>Step 10: Sentence Dictation</b>	<ul style="list-style-type: none"> <li>Lesson Dictation Paper (from Step 7)</li> <li><i>Optional:</i> Alternate Dictation Sentences (Appendix)</li> </ul>	<ul style="list-style-type: none"> <li>Make a dash for each word in a sentence</li> <li>Write and say sentences</li> </ul>
<b>Independent Practice &amp; Assessment</b>	<ul style="list-style-type: none"> <li>Independent Practice 1 and 2 (Workbook pp. 14–15)</li> <li><i>Optional:</i> Decodable Reader <i>Blake's Flying Class</i> (Set 3B)</li> <li>Concept Assessment 3.1a (BLM p. 62)—1 master copy and 1 copy per student</li> </ul>	<ul style="list-style-type: none"> <li>Assign Independent Practice while assessing individual students</li> <li>Assess student fluency reading <i>so, he, fly</i> words</li> </ul>

▼ scene

*so, he, fly*

①

**Step 1: Phonogram Cards**

Review all previously learned Phonogram Cards. Display Phonogram Cards 1–52.

**I will show these consonants, vowels, and letter teams one at a time. When I show a consonant or vowel, say the name of the letter and then say its sound. When I show a letter team, say the name of the letters and then say their sound.**

Model the first item for students. Review Phonogram Cards 1–52.

②

Display Decodable 2 Word Cards 80–87. Begin with Decodable 2 Word Card 80.

**This is the word *why*. What is this word? (*why*)**

Using the same procedure, introduce Decodable 2 Word Cards 81–87.

③

Review Decodable 2 Word Cards 80–87.

④

**Today we have a new sight word. It is on a red card because if you try to sound it out, it will not make all the sounds you would expect. You must stop and remember it. If you forget what a word on a red card says, I will help you.**

Display Sight Word Card 120.

**This word is *gone*. What is this word? (*gone*) Who can use the word *gone* in a sentence?**  
(Answers will vary.)

Review Sight Word Card 120 again.

⑤

**Step 2: Phonological Awareness****Sound Identification**

Students listen for a vowel sound at the end of each word you say, raising their hands when they hear the sound.

**I will say a word. Repeat the word, and if the word has a vowel sound at the end, hold up your hand.**

**The first word is *so*. Say *so*. (*so*) Hold up your hand if you hear a vowel sound at the end of *so*.**

Students should hold up their hands.

**Did you hear a vowel sound at the end of *so*? (*yes*) Then you should hold up your hand.**

**The next word is *cat*. Say *cat*. (*cat*) Hold up your hand if you hear a vowel sound at the end of *cat*.**

Students should not hold up their hands.

**Did you hear a vowel sound at the end of *cat*? (*no*) Then you should not hold up your hand.**

Repeat the activity with the following words: *try, he, why, go, got, so, my, and cry*.

Digital  
scene**Sound Providing**

**Say *she*. What is the first sound you hear in *she*? (/sh/) What vowel sound do you hear in *she*? (/ē/) Is this vowel saying its name? (yes)**

Repeat the activity with the following words: *me*, *spot*, *begin*, and *we*.

6

**Step 3: Word Building**

Students will use the Small Letter Set from their Manipulatives Kit to build words.

**Say *why*. How many sounds do you hear in the word *why*? (2) What is the first sound you hear in *why*? (/hw/) The letters *wh* make the /hw/ sound, so bring down Small Letter *wh*. What is the next sound you hear in *why*? (/ī/) What letter makes the /ī/ sound at the end of a word? (y) Bring down Small Letter *y*. Sound out the word, pointing to each letter or team as you say its sound or sounds. Remember that the consonant team *wh* makes one sound, /hw/. (/hw/ /ī/) Now go back to the beginning of the word, and glide your finger under the word, saying it fast. (*why*)**

Repeat the activity with the following words: *she*, *begin*, *so*, and *he*. For the word *begin*, build the first syllable, /bē/, and then build the second syllable, /gin/.

7

**Step 4: Decoding and Sentence Reading****Decoding**

Use the top half of workbook page 11, "Words and Sentences."

**Open your workbook to page 11 and look at the words on the top of the page. Put your finger under the first word and say it aloud. (*quack*) Underline the vowel. What sound does the *a* make in this word? (/ă/) Draw a smile under any letter teams. Now point to each letter or team and say its sound or sounds. (/kw/ /ă/ /k/) Go back to the beginning of the word and glide your finger under the word, saying it fast. (*quack*)**

Continue reading the words, from left to right and row by row, using the same procedure. Have students underline the vowels, draw a smile under any letter teams, draw a line between any syllables, mark any silent *e*'s by crossing out the *e* and drawing a curved line from the *e* back over the consonant, and draw a circle around any *s* that comes before a silent *e*. Ask students to use the word in a sentence if you are unsure whether they understand it.

After five minutes, move on to Sentence Comprehension.

8

**Sentence Comprehension**

Use the bottom half of workbook page 11, "Words and Sentences."

**Open your workbook to page 11 and look at the sentences on the bottom of the page. Read the first sentence silently. We will discuss any words you don't know when you are finished. Remember to make a picture in your mind as you read. Look up when you are finished.**

• **Let's read the first sentence aloud together.**

• **1. She will try to come back.**

• **What did you see in your mind when you read this sentence?** (Answers will vary.)

• **Why do you think she'll try to come back?** (Sample answer: Maybe she forgot something.)

• **Read the next sentence silently. Look up when you are finished.**

• **2. Do you want to fly the plane?**

• **What is this sentence asking?** (if you want to fly a plane) Choose a student to read the sentence aloud. (Do you want to fly the plane?) **Now let's read the sentence aloud together.** (Do you want to fly the plane?)

• **Repeat the activity with the remaining sentences:**

• **3. Can you go to the game?**

• **Why might someone ask this question?** (to find out if a friend can go to a game)

• **4. He will fry the fish in the pan.**

• **Why do you think he will fry the fish?** (He will fry the fish to eat it.)

• **5. Why did you come late to class?**

• **What was the person late for?** (class)

• **6. Can you pry the lid off the can?**

• **What does it mean to "pry something off"?** (to pull or take something off)

• **7. Is the milk all gone?**

• **Why might the milk be gone?** (Sample answer: Somebody drank it.)

• **8. We can all go to the game.**

• **What can we all do?** (We can all go to the game.)

• **9. I will dry the wet cloth on the line.**

• **How will you dry the wet cloth?** (by hanging it up on the line)

• **10. Do not cry.**

• **Why might you say this to someone?** (to make someone feel better)

Digital  
scene

9

**Step 5: Prereading****Phoneme-Grapheme Analysis**

Write *she* on the board.

**This word is *she*. What is this word?** (*she*)

**In the word *she*, how many syllables do you hear?** (1)

**In the word *she*, what two letters say /sh/?** (*sh*)

**In the word *she*, what letter says /ē/?** (*e*)

**In the word *she*, what do the two letters *sh* say?** (/sh/)

**In the word *she*, what does the letter *e* say?** (/ē/)

**Say *she*. (*she*) Say *she* again, but instead of /sh/, say /h/. (*he*)**

10

**Introducing the Story**

***Build Background, Vocabulary, and Concepts***

**Have you ever gotten in trouble for being late?** (*Answers will vary.*) **How did you feel?**

**What happened? What are some things you can do to help you be on time?** (*Answers will vary.*)

**Jane is always late for math class. Her teacher, Miss Frank, has already talked to her about it. Jane's father also told her that if she continues to be late, she will not be allowed to go to the baseball game. Let's read the story to find out if Jane gets to class on time.**

11

**Step 6: Reading Comprehension**

Use the passage on workbook page 12: *Late*.

In this step, students read sections of the passage silently, answer questions about each section, and then read the passage again. The passage, with numbered sections, can be found in the annotated workbook pages in the Appendix.

**Open your workbook to the passage on page 12 and read the title aloud. (*Late*) Read the first section silently. Look at me when you are finished.**

**Section 1: Why did the bell ring?** (*Class is starting.*) **Who is late?** (*Jane*) **Where does Jane run?** (*She runs to math class.*) **Do you think Miss Frank is happy with Jane? Why?** (*No, Miss Frank is not happy. She does not smile.*)

Use the same procedure with the following passage sections:

**Section 2: What will Jane try to explain to Miss Frank?** (*Jane wants to explain why she is late.*) **Does Miss Frank want to hear what Jane has to say?** (*no*) **How many times was Jane late?** (*six*) **What does Miss Frank tell Jane to do?** (*She tells Jane to have her dad send a note.*)

▼ scene

*so, he, fly*

- **Section 3:** How does Jane feel when she leaves math class? (sad) How does Dad feel when Jane gets home? (He is upset.) What will Jane have to miss? (She will miss the big game.)
- **Section 4:** What does Jane ask? ("Why did I have to be late?") What will Jane try to do next time? (She will try to think.) What does Dad mean when he says that Jane will have a lot of time to think? (Jane will have time to think because she will miss the big game.) Do you think this is fair? Why? (Sample answer: Yes, because Jane needs to learn to be on time.)
- **Go to the beginning and silently read the entire passage without stopping. When you finish, look at me.**

Choose students to read sections of the passage aloud to the group.

12

### Comprehension Activity

#### Cause and Effect

- Have students open their workbook to the Graphic Organizer on page 13. You may also draw or project the Graphic Organizer found in *Blackline Masters for Instruction and Assessment*. Work with students to fill in the answers as they find causes and effects in *Late*.

- **We will use the passage to complete the Graphic Organizer. On the left side, we need to write three things that happen in *Late*. On the right side, we need to write why each one happens.**

What	Why
Jane runs to math class.	Jane is late.
Miss Frank sends Jan home.	Jane must get a note from Dad.
Jane will miss the big game.	Dad is upset.

13

3.1.a: so, he, fly

Graphic Organizer

- Complete the Graphic Organizer using the passage.

13

### Rereading for Fluency

- To strengthen oral reading fluency and to obtain a words-correct-per-minute (wcpm) score, have students complete a one-minute fluency probe using the passage *Late* on page 12 of their workbook.
- Students should use the Fluency Tracking Sheet in their workbook to track their wcpm score.
- For directions, see Rereading for Fluency, in the Appendix.

14

**Step 7: Sound Dictation**

Distribute Lesson Dictation Paper to each student.

1. Say /ē/. (/ē/) **What letter makes the /ē/ sound? (e) There are two ways to make the letter e say its name. When an e comes at the end of a syllable, it says its name. When an e comes before one consonant and a magic e, the magic e reaches back to make the first e say its name. When I dictate the sound /ē/, you should write both e-e and e to show both ways to write the sound. Write both e-e and e on your paper. Name the letters as you write. (e-e, e) Now look at the letters you just wrote. What are the names of the letters? (e-e, e) What sound does e-e make? (/ē/) What sound does e make? (/ē/)**

Repeat with the following sounds. If a sound can be represented multiple ways, students should write all known ways to represent that sound. 2. /ā/ (a-e); 3. /ī/ (i-e, y); 4. /ō/ (o-e, o); 5. /k/ (c, k, ck); 6. /ē/ (e); 7. /ch/ (ch, tch); 8. /ānk/ (ank); 9. /īnk/ (ink); 10. /kw/ (qu)

15

**Step 8: Prespelling****Phonological Awareness**

**Say so. (so) How many sounds do you hear in so? (2) What is the first sound you hear in so? (/s/) What vowel sound do you hear in so? (/ō/)**

16

**Step 9: Spelling**

Students use the same sheet of Lesson Dictation Paper distributed in Step 7.

Alternate Dictation Words covering the same skills, found in the Appendix, are available for older students.

1. **Say so. (so) Who can spell so, writing the letters on the board as you name them? Have a student come to the board to write the word. (s, o) Let's spell so together. (s, o) Now pick up your pencil and write so, naming the letters as you write. (s, o)**

**Look at the word you just wrote and underline the vowel. What sound does it make? (/ō/) Why is it saying its name? (It is at the end of a word.) Go to the beginning of the word and sound out each letter or team. (/s/ /ō/) Now glide your finger under the word and say it fast. (so)**

Repeat with the following words: 2. he; 3. wish; 4. catch; 5. me; 6. why; 7. take; 8. plane; 9. chive; 10. go

When finished, have students take turns reading the words aloud.

17

**Step 10: Sentence Dictation**

Students use the same sheet of Lesson Dictation Paper distributed in Step 7.

Alternate Dictation Sentences covering the same skills, found in the Appendix, are available for older students.

• **Listen carefully as I say a sentence, and watch as I make a dash on the board for each word.**

• **1. Try to toss me the ball.**

• Make a dash on the board as you say each word.

• **Say the sentence as I point to each dash.** (Try to toss me the ball.) **Let's say the sentence again, and this time you make a dash on your paper for each word.** (Try to toss me the ball.) **Look at your dashes again and say the sentence, pointing to each dash as you say each word.** (Try to toss me the ball.)

• **Now write the sentence on your paper, writing one word on each dash.** (Wait for students to finish writing.)

• **Put your pencil down when you finish, and go back and check the sentence. If you find a mistake, do not erase it. Put brackets around the mistake, and write the correct word above it.**

• You may need to demonstrate bracketing a mistake and making a correction, as shown in Sentence Dictation, in the Appendix. Help students check and correct the sentence.

• **In this sentence, which two words have vowels at the end that say their names? (try, me)**

• Repeat the procedure with the following sentence:

• **2. Why did you spy on me?**

• When students finish, have them read both sentences aloud.

18

### Independent Practice

• While you are administering the Concept Assessment to students one at a time, the other students may complete independent practice for extra reinforcement of this lesson's concepts.

• **Independent Practice 1:** Have students turn to page 14 in their workbook. For the first part of the activity, read the instructions and the first word in the first column (*fly*) with students. Help students find the word in the second column that rhymes with *fly*, and have them draw a line between the two words. For the second part of the activity, help students read the sentence above the box. Encourage students to complete the page independently.

• **Independent Practice 2:** Have students turn to page 15 in their workbook. Discuss the illustration, prompting them to tell what they remember about the passage *Late*. Then read and discuss the first question with students. When possible, students should answer in complete sentences. Encourage students to complete the page independently.

• If students are ready to read a new decodable book independently or in pairs, invite them to read Set 3B: Decodable Reader *Blake's Flying Class*.



19

### Concept Assessment

Test students one at a time. Select the student being tested and give the student Concept Assessment 3.1a.



**Paper Assessment:** Follow the directions for administration and scoring, found in *Blackline Masters for Instruction and Assessment*.



**Digital Assessment:** Follow the directions for administration and scoring, found in Lesson 3.1a, Scene 19.



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**4th Edition**



***Level 3***  
**Workbook**

Sheila Clark-Edmands

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**3.1: so, he, fly****Words and Sentences**

- |           |     |        |      |
|-----------|-----|--------|------|
| 1. he     | no  | by     | she  |
| 2. go     | my  | we     | so   |
| 3. try    | me  | also   | fly  |
| 4. be     | spy | belong | spry |
| 5. before | why | begin  | pry  |
- 

1. My dog is shy.
2. Why is the sky pink?
3. I want to go fly my kite.
4. Can we also go to the store?
5. She will try to fry some eggs.

## 3.1: so, he, fly

## Word Find

gall **etch** so catch  
 Quite DIME  
 daze **so** fly  
**no** he  
 Sky **he** she  
 tug **fly** go  
 spy long  
 rang BIG **be**  
 also poke let  
 we poke try wall

## 3.1: so, he, fly

## Independent Practice 1

my	by	fly	cry
why	try	pry	spy

That is \_\_\_\_\_ dad.

I will \_\_\_\_\_ to be home on time.

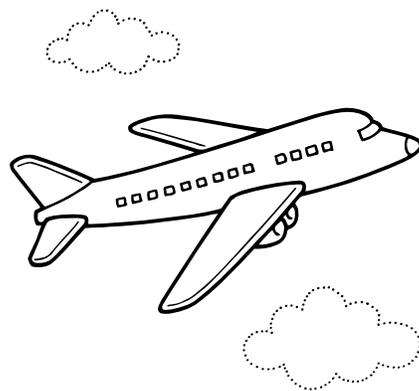
A plane can \_\_\_\_\_.

Can you \_\_\_\_\_ the lid off the can?

The tot began to \_\_\_\_\_.

Tim will \_\_\_\_\_ to get a home run.

\_\_\_\_\_ not?



3.1: *so, he, fly*

## Independent Practice 2

Use some words more than one time.

He	she	We	Me
he			me

Jack felt ill. \_\_\_\_\_ went home.

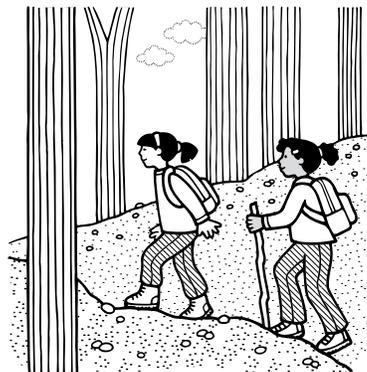
Let \_\_\_\_\_ do it!

Jane was late, so \_\_\_\_\_ ran to class.

Jan and I like to hike. \_\_\_\_\_ will hike up the hill.

Do you want \_\_\_\_\_ to do the job?

Dad will come to class, and \_\_\_\_\_ will talk to us.



**3.1a: so, he, fly****Words and Sentences**

1. quack    tick    shot    shed    sing
  2. time    slide    pants    when    lunch
  3. fly    white    black    pry    pond
  4. pitch    tent    she    Jack    then
  5. mess    go    class    check    stung
- .....

1. She will try to come back.
2. Do you want to fly the plane?
3. Can you go to the game?
4. He will fry the fish in the pan.
5. Why did you come late to class?
6. Can you pry the lid off the can?
7. Is the milk all gone?
8. We can all go to the game.
9. I will dry the wet cloth on the line.
10. Do not cry.

3.1a: *so, he, fly*

## Passage

**Late**

The bell rang. Jane was late. She ran to math class. Miss	12
Frank did not smile.	16
“I will try to tell you why I am late,” said Jane.	28
“No, thanks,” said Miss Frank. “This is the sixth time	38
you are late. So you will go home and get your dad to send	52
me a note.”	55
Jane left math class. She felt sad.	62
When she got home, Dad was upset. He said, “You	72
cannot go to the big game, Jane. You will have to miss it.”	85
“Why did I have to be late? I will try to think next	98
time,” said Jane.	101
“Yes, you will,” said Dad. “You will have a lot of time to	114
think.”	115

3.1a: *so, he, fly*

Graphic Organizer

Why

Three vertical lines for writing.

Three vertical lines for writing.

Three vertical lines for writing.

What

Three vertical lines for writing.

Three vertical lines for writing.

Three vertical lines for writing.

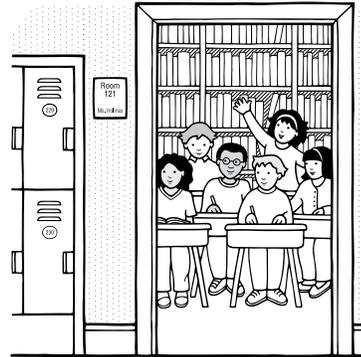


3.1a: *so, he, fly*

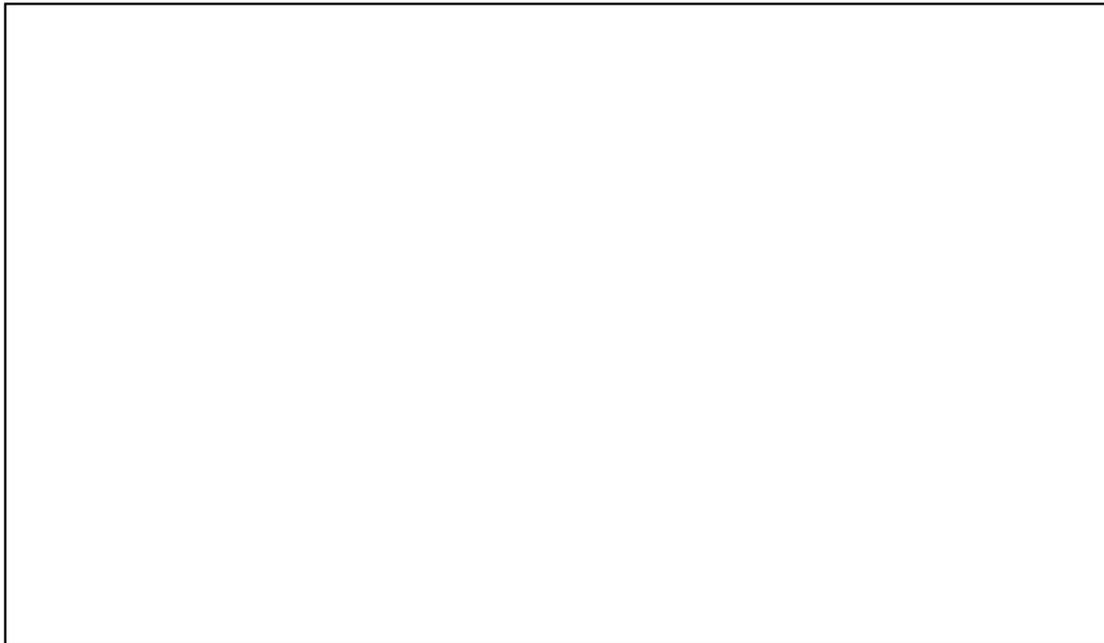
## Independent Practice 1

Match the rhymes.

fly	class
glass	go
no	fry
trap	she
me	flap
crash	bash



Draw Dan and Jill go to class.



3.1a: *so, he, fly*

Independent Practice 2

## Late



1. Who was late?

---

---

2. Why do you think Jane was late?

---

---

3. What did Miss Frank think?

---

---

---

4. What will happen to Jane?

---

---

5. What do you think Jane will do the next time?

---

---

---

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## ***Level 3***

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**sō, hē, flȳ**



**Sam gets on  
the jet so he can  
fly home.**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Sounds**

**Words**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

- 1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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**Lesson 3.1 Concept Mastery Fluency Drill**

try before she also my go no why belong cry so fly  
 also sky we me my go no why belong cry so fly me  
 fly also sky go before me begin belong also go why

---

go no before fly belong why me he she	9
why also sky she also my we begin no	18
go my begin why cry fly no try belong	27
sky also we my begin try before she my	36
go no why belong cry so fly me dry	45
before fly he also sky we me begin try	54
belong also go why belong cry so begin	62
cry fly no try belong sky also we my	71
begin try before she my go no why	79
belong cry my begin why cry fly no try	88
belong sky also we my try before she	96
also my go no why belong cry so fly	105

## Lesson 3.1a Concept Assessment

fly            he            so            spy            also  
go            she            begin            before            why

---

You belong with me.

We went by the store.

Before we go, let's try this cake.

My dog, Spry, went.