

Lesson 9

Demonstration Story Review

Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment spoken four-, five-, and six-sound words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, 'b' for /b/, 'l' for /l/, 'r' for /r/, 'u' for /u/, 'w' for /w/, 'j' for /j/, 'y' for /y/, 'x' for /x/, 'k' for /k/, 'ch' for /ch/, 'sh' for /sh/, 'th' for /th/, 'th' for /th/, 'qu' for /qu/, and 'ng' for /ng/ (RF.K.1b)
- ✓ Segment written four- and five-sound words into phonemes by moving one finger for each phoneme heard, and writing the number of phonemes heard (RF.K.2d)
- ✓ Read and write one-syllable short vowel words containing consonant digraphs 'ch' for /ch/, 'sh' for /sh/, 'th' for /th/, 'th' for /th/, and 'ng' for /ng/ (RF.K.3b)
- ✓ Trace, copy, and write the spelling for each sound dictated (L.K.1a)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form dictated letters (L.K.1a)
- ✓ Trace, copy, and write dictated letters (L.K.1a)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught with purpose and understanding (RF.K.4)
- ✓ Describe familiar people, places, things, and events and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Ask and answer questions to clarify information in a fiction text (SL.K.2)
- ✓ With prompting and support, answer questions (e.g., *who*, *what*, *where*, *when*) requiring literal recall and understanding of the details and/or facts of a fiction text (RL.K.1)
- ✓ With prompting and support, use narrative language to describe characters and setting in the story "Seth" (RL.K.3)
- ✓ With prompting and support describe the relationship between the illustrations and the story "Seth" (RL.K.7)
- ✓ Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud (RF.K.1a)
- ✓ Clarify the meaning of the unknown word *romp* in the story "Seth" (L.K.4)
- ✓ Name and use end punctuation while reading orally (L.K.2b)
- ✓ Attend to capitalization of the first letter of a digraph or any other word at the beginning of a sentence (L.K.2a)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Segmenting and Sound/Spelling Review	Large Cards for 'ch', 'sh', 'th', 'qu', 'ng', and 15 other spellings; Sound Poster for 'ng'; Sound Card 32 (<i>ring</i>)	10
Practice	How Many Sounds?	pencils; Worksheet 9.1; projection system	15
Dictation	Sound Dictation	pencils; primary paper; Large Cards for digraphs and other spellings	20
Teacher Demonstration	Demonstration Story: "Seth"	Seth Big Book or Media Disk and Reader	15
Take-Home Material	Practice Pack	Worksheet 9.2	*

Warm-Up

10 minutes

Segmenting and Sound/Spelling Review

Part A

- Follow the steps outlined in Lesson 1.

1	2	3	4	5
camp	/k/	/a/	/m/	/p/

- camp (4) /k/ /a/ /m/ /p/
- hands (5) /h/ /a/ /n/ /d/ /z/
- frost (5) /f/ /r/ /o/ /s/ /t/
- drips (5) /d/ /r/ /i/ /p/ /s/
- soft (4) /s/ /o/ /f/ /t/
- split (5) /s/ /p/ /l/ /t/ /t/
- traps (5) /t/ /r/ /a/ /p/ /s/
- brings (5) /b/ /r/ /i/ /n/ /g/ /z/
- stamp (5) /s/ /t/ /a/ /m/ /p/
- thrill (4) /t/ /h/ /r/ /l/ /l/

Part B

- Review the Large Cards for 'ch', 'sh', 'th', 'qu', 'ng', and the 15 other spellings taught. Select cards students need to practice.
- Use the procedures described in earlier lessons.
- Add Sound Card 32 (*ring*) to the 'ng' Sound Poster.
- Conclude the Warm-Up by reviewing cards for digraphs.



How Many Sounds?

- Distribute and display Worksheet 9.1.
- Remind students some spellings are digraphs (letter teams), which means they are made up of more than one letter.
- Ask students to tell you the first sound in the first word.
- Ask students to identify the /r/ spelling.
- Have students circle the spelling 'r', following your example.
- Complete the remaining sounds and spellings in *ranch*.
- When you get to the final sound be sure to point out to students the final sound /ch/ is written with two letters working as a team.
- Ask students how many sounds are in the word *ranch*. Segment the word orally, holding up one finger for each sound.
- Have students write the number 4 in the box, following your example.
- Have students copy *ranch* on the handwriting guide, following your example.
- Continue demonstrating until students are ready to work independently.

Dictation

20 minutes

If students need additional handwriting practice, you may use any of the Pausing Point exercises addressing handwriting.

Sound Dictation

- Distribute paper and pencils to students. Give each student a Large Card for a spelling that has been taught. (Be sure to include the digraphs taught in this unit; give each student a different Large Card.)
- Say a sound, and ask the student with the Large Card for that sound to stand up.
- Remind students how to print the spelling, and encourage them to write the spelling in the air. Have students print the spelling on paper, saying the sound as they write.
- Repeat for the remaining sounds.

Teacher Demonstration

15 minutes

Demonstration Story: "Seth"

Introducing the Reader

- Load the Seth Media Disk and/or take out the *Seth Big Book*.
- Using the Big Book, point out the title of the book printed on the cover. Remind students a book's title tells what the book is about. Ask students to read the title of the book. Tell students the book is about a boy named Seth.
- Review the parts of the Big Book (cover page, title page, back cover, and page numbers).



You may wish to start a word wall that is specific to the Seth Reader, adding to it over the next seven lessons.

Previewing the Spellings

- Before reading the story, write the following Unit 7 spellings on the board. Read the words aloud as a class, circling the digraphs in each word.

'thr' (/th/)	'thr' (/th/)
Seth	this
Smith	

Challenging Vocabulary

- Before reading today's story, preview the following vocabulary with students. Write the word on the board for students to blend and read, explain its meaning, and use it in a sentence.

1. **romp**—to play in a lively fashion

Purpose for Reading

- Tell students they will read a story about Seth's bedtime. Ask students to pay special attention to the story so they can tell you what time Seth has to go to bed.

Reading the Story

- Display the story "Seth" using the Seth Big Book or Media Disk and distribute the Readers.
- Have students turn to the Table of Contents in their own Reader and locate the page on which the story "Seth" begins (page 2).
- Have students read the title of the story.
- Read the story "Seth" once without interruption, running a finger beneath the words as you read them, as students follow along in their own books.
- Read the story a second time, pausing to point out that the first letter in a digraph or any word is capitalized if it is at the beginning of a sentence.
- If you have time, read the story again.

Wrap-Up

- Discuss the following questions as a class referring to specific text in the story to help students answer. Encourage students to respond in a complete sentence incorporating the question stem in their answer.

Note: Today you will start your discussion of “Seth” by asking students to use a “Think-Pair-Share” strategy; they should be familiar with this approach from their experience with the Listening & Learning strand. However, unlike Listening & Learning, you will not provide a question for students to discuss. Instead, you will be instructing students to ask their partner a question about the story they have just read. Once students have had an opportunity to work in pairs, have several pairs share the questions and answers they discussed. Then proceed with the remainder of the discussion questions listed below.

Think-Pair-Share “Seth”

I am going to ask you to talk with a partner about the story we just read. I will give you a minute so you may ask your partner one question about the story “Seth.” Your partner should try to answer the question. Then it will be his or her turn to ask you a question. For example, I might ask my partner, “When does Seth go to bed?” My partner would answer by telling me Seth goes to bed at ten. Then it would be my partner’s turn to ask me a question. There are many questions you may ask about this story.

Discussion Questions on “Seth”

1. **Think Pair Share:** Ask your partner a question about the story “Seth.”
2. *Literal* How old is Seth? (Seth is ten years old.)
3. *Literal* What are some things Seth can do before ten o’clock? (Before ten o’clock, Seth can jump on his bed. Seth can also stomp, romp, and stand on his hands.)
4. *Literal* What happens if Seth is not in bed by ten? (If Seth is not in bed by ten, Seth’s dad gets mad.)
5. *Inferential* Why doesn’t Seth jump on his bed after ten? (Seth does not jump on his bed after ten because he has to go to sleep.) (Accept reasonable answers.)

Take-Home Material

Practice Pack

- Have students give Worksheet 9.2 to a family member.