

Book Title	Life Skills for Kids
Materials	Blending lines, whiteboard and markers
Phonics Patterns	CVCe

Before Reading

Phonemic Awareness:

Substituting medial sounds: *mad*, change /ă/ to /ā/, *made*: *dime*, change /ī/ to /ĩ/, *dim*: *not*, change /ō/ to /ō/, *note*: *cube*, change /ū/ to /ũ/, *cub*: *red*, change /ě/ to /ē/, *read*.

We just practiced changing the vowel sound in words to make new words. We know vowels can stand for more than one sound and we have been reading and writing words with long vowel sounds.

- *When we are reading and writing, one way to make a vowel long is to add a silent e at the end of the word. The letter e has SO many jobs and the one we will learn more about today is the final, silent e.*
- *Today we will practice reading words that have both short and long vowels. We will think about what we know to read the words accurately.*

We will practice reading words. Some words will have short vowel sounds and some words will have long vowel sounds. Remember to look at all of the letters when you are reading and think about what you know.

I DO:

Watch me read the first two words on our blending lines. I will touch and say the sounds in each word and then blend them together to read the word. I will pay attention to the end of the word and remember if I see a final, silent e, the vowel will be long.


- */h - ŭ - g/, hug, /h - ū - j/, huge. Let's look at those words. (Point to hug and huge.) They only have one letter that is different- the final, silent e.*
- *In the word huge, the vowel is long, listen /h - ūūū - j/. But that is not the only job e is doing! The last sound is different too. Final, silent e is also making the g stand for the /j/ sound. Look at how hard e works!*
- *Now that I read those words, I will read them again with fluency. I will look at each*

sound, but blend them automatically to read the words quickly: hug, huge.

WE DO: Let's try some together. Remember to touch the sounds and say the long vowel sound if there is a final, silent e.

- Put your finger on the next word, /m - ā - t/, mat.
- Touch the next word and say each sound. We see a final, silent e, so the vowel will be long. /m - ā - t/, mate.
- Mate can mean many things, it is often used to refer to a friend or partner. For example, you have classmates. They are your friends or partners in your class.
- Let's read those words again, with fluency. Remember, that means we will read each sound, but blend them quickly to read the word the fast way: mat, mate.

YOU DO: Now it is your turn. Start at the beginning and touch and say each sound to read the word. Then, go back to the beginning and read each word again. Try to read the words the fast way, without touching and saying each sound. This is reading with fluency. We still look at and read each sound, but we blend the sounds quickly. Then, read the sentences. Once you are done, continue to read the words and sentences fluently until everyone in our group is done.

hug	huge	mat	mate	pin	pine
shin	shine	hid	hide	cap	cape
age	make	use 	take	hole	nice
I have a huge hole in my jeans.					
I like when my dime shines.					

Vocabulary/Story Words: Define, Example, Connection

In our book today, there will be some words we have not learned the pattern for yet. One word is machine (Write/show the word machine.)

- A machine is something that has many parts and uses power to complete something. For example, we use the washing machine to wash our clothes.
- Turn to page 9. Can you point to the washing machine? Look at the words, can you point to the word machine?
- When you are reading and see this word, remember, it is a word we have not

learned patterns for yet. The word is machine. What's the word? (machine)

Preview the Story: Brief overview, predictions/wonderings

We are going to a book called "Life Skills for Kids". A skill is something that you can do well.

- *For example, if you play basketball, you might have the skill of dribbling the ball or shooting baskets.*
- *Life skills means skills needed for things we do everyday in our life. What are some important skills we use everyday? (Students share ideas with partners) Let's look at the cover of the book. Do you see some new ideas or ones that you already thought of? Let's read to find out what life skills kids need!*

During Reading

Choose a way for children to read the story. Listen in as students read and write down your observations below:

☐ Echo read☐ Choral read☐ Partner read☐ Independent read

More support

Less Support

Add notes here...

After Reading

Choose 1-2 activities

☒ Dictation

☐ Words

☒ Sentences Have students write and complete the sentence stem:

A life skill I use is _____. (Observe and provide feedback when necessary, note students ability to spell words with the final silent e.)

☒ Comprehension Check: Use the *Thinking about your reading* questions to check for understanding. Call on individual students or have them respond in pairs.

☐ Written Summary

☐ Other

Add notes here...

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