

Book Title	Road Signs
Materials	Blending lines, whiteboard and markers
Phonics Patterns	Vowel Teams

Before Reading

Phonemic Awareness:

☒ Substituting

Words: road, change /ō/ to /ō/, rod: tap, change /ă/ to /ā/, tape: hot, change /ō/ to /ī/, hit: cut, change /ŭ/ to /ō/, coat: fed, change /ě/ to /ē/, feed.

Pre-Reading activities

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 create a vowel team. Two vowels work together to stand for the long vowel sound.*
- */ē/ is one sound, but there are many ways to spell the sound /ē/. We have been reading and writing words with vowel teams, what is one vowel team can use to stand for the sound /ē/? (Students share, and the teacher records spelling on a whiteboard. Possible answers: ee, ea, ei, ie, ey,)*
- *There are several ways to represent the /ē/ sound. The most common ways are the vowel teams ee and ea. When we read words with vowel teams, we need to remember we may have two or more letters, but they stand for only one sound. We will practice reading words that have vowel teams and some words that don't. Remember to look at all of the letters and sounds to read the words accurately.*

I DO:

To read the words accurately, I will look for and underline the vowels first. This will help me remember to say the short or long vowel sound. Then, I will touch and say the sounds in each word and then blend them together to read the word.

- *Watch me read the first word. First, I am underlining ea, I see a vowel team in the middle*

of the word, I know to say /ē/ when I touch this sound.

- Now I will touch and say each sound to blend the sounds and read the word. /n - ē - /t/, neat.
- Watch me read one more. I am underlining the e in the next word. When e is by itself in the middle of the word, it will usually stand for the short vowel sound, /ĕ/.
- Watch me touch and say each sound to read the word. /n - ĕ - t/, net.
- 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. neat, net.
- These words look a lot alike and are different by just one sound. That is why it is important to look at all of the sounds in words and remember what we know about the patterns in words.
- Neat and net have two different meanings. For example, I like to keep my desk neat. That means clean or tidy. A net is something I can use to catch a fish, or when I shoot a basket, the basketball goes through the hoop and the net.

WE DO:

Let's try some together. Touch the next word.

- Let's find and underline the vowel first, then touch and say each sound to read the word. What vowels do you see? (oa). Underline oa, what sound does oa usually stand for? /ō/.
Let's touch and say each sound to read the word. /b - ō - t/, boat. I like to sail on a boat in the summer.
- Put your finger on the next word. What vowel do you see? o, underline o. What sound does this stand for? /ŏ/. When o is by itself in the middle of the word, it will usually stand for the short vowel sound. Let's touch and say each sound.
- /s - t - ŏ - p/, stop. Stop means you pause or quit doing something. When I am driving, and I see a stop sign, I don't keep going, I pause or stop.

YOU DO:

Now it is your turn.

- Start at the beginning, underline the vowels, then touch and say each sound to read the word.
- After you have sounded out each word, go back to the beginning and 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.

neat	net	boat	stop	keep	step
road	speed	trap	left	train	mean
sped	treat	nest	seat	rain	coat
The boat sped past the trap.					
Do not speed on the road.					

Vocabulary/Story Words: Define, Example, Connection

In our book today, we will read about road signs. Road is another word for street. Cars drive on streets or roads. It is important to look at the signs on the road to keep everyone safe.

- *One type of road sign is a speed limit sign. The word limit means something you cannot pass or go over. For example, your parents may tell you to limit the amount of sugar or candy you eat. Maybe you can have one or two pieces of candy, but not three! Your limit for candy is two. You cannot pass or go over two pieces of candy. A speed limit sign tells the driver how fast they can drive. It is important to not go over the speed of the sign.*
- *When we see the word limit in our story, it may seem like a big word. It has two syllables. However, you already know how to read each syllable! Watch me read this word.*
- *Write the word limit on a whiteboard. I know every syllable needs a vowel. I will underline my vowels first. (Underlines both i's in limit.)*
- *Two vowel sounds, two syllables. I scoop my first syllable, lim, and my next syllable, it. /lim - it/, limit.*
- *Lim is following a cvc pattern, we know the vowel is short.*
- *The second syllable is the word it. We put the two syllables together, and we can read the word. Let's try it together (Touch each syllable and read with students.) /lim - it/, limit.*
- *Turn and tell your partner about something you have a limit for (ex. screentime, soda, etc)*

Preview the Story: Brief overview, predictions/wonderings

Today we will read the book "Road Signs". We will learn about different types of road signs and how they keep us safe. We learned about one already! We know there are

speed limit signs on the road to make sure drivers do not drive too fast, or over the limit. Can you think of other signs we might see on the road? Think about what you see when you are driving in a car or on the bus. Turn and tell your partner what road signs you think we will learn about today.

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
 - ☒ Sentence: *The road has been closed for a week.*
- ☒ 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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