

Book Title	Granny's Birthday Gift
Materials	Whiteboard, markers, blending lines
Phonics Patterns	Y as a vowel (e or i)

Before Reading

Pre-Reading activities:

We have learned that the letter y can be a consonant or a vowel.

- *Y is only a consonant when it comes at the beginning of a word: yes, yellow, yesterday.*
- *However, if we see y in the middle or end of a word, it is a vowel. Do we remember the sounds y can make as a vowel? (ĭ, ē, or ī).*
- *When y is in the middle of a word, it stand for the short i sound, ĭ. Look at this word, gym. (Write gym on a whiteboard, touch and say each sound) /j/-/ĭ/-/m/, gym.*
- *Today, we are going to practice reading words that have y at the end. This means the words will have the sounds ē or ī.*
- *When we are reading, if the word is only 1 syllable and y is at the end, the y usually stands for the sound ī. (Write my on a whiteboard, call attention to the one syllable and the sound ī at the end.)*
- *If a word has more than one syllable, Y will usually stand for the sound ē. (Write happy on a whiteboard, call attention to the two syllable and sound ē at the end.)*

We will practice reading some words and phrases. Some words will have only one syllable and some words will have more than one syllable. Remember what we know about y as a vowel when we read these words accurately.

I DO:

Watch me read the first word (forty). I underline all of the vowels I see in each word first, then I will know how many syllables are in the word.

- *I see an r controlled vowel, or (underline the or) and y at the end of the word (underline y as a vowel). This word has two syllables, so I will try the sound ē for the vowel y. Watch me loop the syllables. /for - ty/, forty. I have forty dollars saved in my piggy bank.*

WE DO: Let's try the next word together. I see only one vowel, y, at the end of the word.

- How many vowels are in this word? (one)
- How many syllables does this word have? (one)
- y is at the end of the word and the only vowel, what sound will it stand for? (/ī/).
- Let's say these sounds together. /w - ī/, why.
- Let's read those first two words with fluency. Remember, fluency means we read the words the fast way. We still look at and say each sound, we just say it like we speak. (forty, why)

YOU DO: Now it is your turn. Start at the beginning of the first line. Remember to look for all of the vowel sounds first. If the word has more than one syllable, and y is at the end, it usually stands for the /ē/ sound. If the word is only one syllable, the y stands for the sound /ī/.

- You will read the words first, then the phrases or sentences. After you read the phrases and sentences, read them one more time with fluency. We still look at and read each sound, but we blend the sounds quickly.
- Continue to read the phrases and sentences fluently until all of your group is done.

forty	why	gently	try	silly
scruffy puppy				
scruffy puppy is muddy				
Why is the scruffy puppy muddy?				
gently dry				
Gently dry the fluffy puppy.				
Gently dry the belly of the fluffy puppy.				

Vocabulary/Story Words: Define, Example, Connection

In our story today, you will see the word "attempted". When you attempt to do something, you try something that can be challenging. For example, I attempted to win the race. I could replace the word attempted with tried. I tried to win the race. Can you think of something you have attempted to do? (students share)

Preview the Story: Brief overview, predictions/wonderings

The title of our story is, "Granny's Birthday Gift". In this story, Rodney wants to get his granny something for her birthday, however, he does not have a lot of money.

- *Have you ever wanted to give someone a gift, but didn't have a lot of money to buy something?*
- *Do you think you can give a gift without buying something? What are some ways you can do that? (Students share - making something, helping, doing a chore, etc.)*
- *Let's read to find out what Rodney does for his granny's birthday.*

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: 1. Granny gently hugged the fluffy puppy.

2. Why did he try to dry the puppy?

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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