

Book Title	Sports for All
Materials	Blending lines, white board, dry erase marker,
Phonics Patterns	Initial Schwa

Before Reading

Pre-Reading activities:

Phonological Awareness: Blending Syllables:

/ə - round/, around; /ə - mong/, among; /ə - long/, along; /ə - bout/, about; /ə - fraid/ afraid

Blending lines Encoding Red word mapping

We blended two syllables together to say a word. The first syllable in each of these words was an unstressed syllable. The vowel sound we hear in unstressed syllables is the schwa sound. Listen again: around, /ə/. among, /ə/. The schwa sound can be spelled many ways. Today, we are going to read words that begin with the schwa. All of these words start with the same letter, the letter a, which spells the sound /ə/.

I DO:

Watch me read the first word (across). 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 a (underline the a) and o (underline o). This word has two syllables. I know the first syllable starts with the schwa sound, and therefore, it is the unstressed syllable. In the second syllable, I see the letter o is part of a closed syllable, which means I will read it as /ŏ/. Watch me loop the syllables. /ə - cross/, across. I live across the street from my best friend.*

WE DO: *Let's try the next word together (attempt). I see two vowels: a and e.*

- How many vowels are in this word? (two)*
- How many syllables does this word have? (two)*
- The first syllable is the letter a, but the sound /ə/.*
- The second syllable is another closed syllable with 5 sounds, so I know the letter e stands for the sound /ĕ/.*
- Let's say these syllables together. /ə - ttempt/, attempt.*
- 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.
(across, attempt)

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 starts with an a, it usually stands for the /ə/ sound.

- 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.

afraid	allow	alone	amount	amazing
another outdoor game				
around the bases				
I play against my friend.				

Vocabulary/Story Words: Define, Example, Connection

In this story, you will see the word guard. Turn to page 6. Look at this word (point to the word guard). The sentence says, "Others guard the bases." In this sentence, the word guard means 'to take care of or protect'. People need to guard the bases to try to get the person running out. The word guard can also be used when talking about a person who guards or protects something. The guard stood at the door of the castle to protect the princess.

Preview the Story: Brief overview, predictions/wonderings

Today we are going to read a story about many popular sports.

- Do any of you play a sport, or want to play a sport? (students share)
- What sports do you enjoy watching? Why? (students share)

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
- 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: Have students answer the question in written form from the *Thinking about your reading questions: Which sport is the best and why do you think so?*

Add notes here...

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