

Book Title	The Young Detective
Materials	Blending lines, white board, dry erase marker
Phonics Patterns	Complex Vowels (/ $\bar{o}o$ /, / $\tilde{o}o$ /)

Before Reading

Pre-Reading activities:

We have learned that the complex vowel pattern “oo” can stand for two different sounds: / $\bar{o}o$ / like in the word moon, or / $\tilde{o}o$ / like in the word book. When we read, we need to remember to monitor our reading and make sure the words sound right. If a word does not sound right, I will flex the vowel, or try the other sound for that pattern, and try to read the word again.

We will practice reading some phrases. Some words will have only one syllable and some words will have more than one syllable. The syllables will include words that have the complex vowel pattern “oo”. If we read a word, and it doesn’t sound right, we will flex the vowel and try again.

I DO:

Watch me read the first word.

- I will underline all of the vowels I see in each word first, then I will know how many syllables are in the word.*
- I see the complex vowel oo so I know this word is one syllable. I will say the sounds to read the word, /c - $\bar{o}o$ - k/, kook.*
- Now that doesn’t sound like a word I know - let me try reading with the other sound, /c - $\tilde{o}o$ - k/, cook. That sounds right, cook.*

WE DO: *Let’s try the next word together.*

- I see another complex vowel oo between the two consonants. Let’s blend the sounds /f - $\bar{o}o$ - d/, food.*
- Many of you read that word quickly, without having to say the sounds, and some of you may have read it incorrectly and had to flex the vowel to find the word that sounds right.*
- Let’s reread the phrase 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.
(cook, food)*

YOU DO: Now it is your turn. Start at the beginning of line two. Remember to look for all of the vowel sounds first.

- As you read each word remember the complex vowel oo can stand for more than one sound. If you read a word and it doesn't sound right, flex the vowel sound.
- After you read the phrase, read it one more time to read the phrases with fluency. We still look at and read each sound, but we blend the sounds quickly.
- Then, read the sentences. Continue to read the phrases fluently until all of your group is done.

cook food
took a walk
look for paw prints
Good boy, Snoot!
I said goodbye to the cook.
I shook her hand.

Vocabulary/Story Words: Define, Example, Connection

In our story, you will see the word drowned. Turn to page 6. Look at this word (point to the word drowned). It has the -ed ending. The base word is drown, and I remember that if the base word doesn't end in /t/ or /d/, then the -ed ending will stand for the sound /d/ or /t/, which means this word is just one syllable. In the word drown, /n/ is a voiced sound, so I know that the -ed ending is going to say /d/, drown-D, drowned. In this sentence, A loud sound drowned her out, drowned means that the noise was so loud, you couldn't hear anything anyone was saying.

Preview the Story: Brief overview, predictions/wonderings

Today we are going to read a story about a girl named Lily who loves to play detective and solve problems. We will read to find out if she can help find the missing dog.

- Have any of you ever lost a pet or a favorite toy? How did you find it? (students share)
- Do you think Lily will solve the case and find the missing dog?

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 cook shook his head while pointing at Snoot.*
- 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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