

Book Title	Want or Need?
Materials	Whiteboard and markers
Phonics Patterns	CVCe

Before Reading

Phonemic Awareness:

Substituting vowel sounds:

like, change /ī/ to /i/, lick
not, change /ō/ to /o/, not
mute, change /ū/ to /u/, mutt

said, change /ě/ to /ē/, seed
mate, change /ā/ to /ă/, mat
road, change /ō/ to /ö/ /ō

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 many different 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 final, silent e has many jobs. This is only one of final, silent e's jobs. Think about the many different jobs as we practice spelling words that have many different vowel sounds. We will think about what we have to spell the words accurately.*

Teacher and students use whiteboards and markers or syllable boards

IDO: Watch me spell the word invite.

- *First, I want to listen for the number of syllables I hear. /In-vite/, I hear two syllables, (draw a line for each syllable)*
- *Now, I will segment/chop the first syllable into the sounds I hear: in, /i -n/. There are two sounds in the first syllable. I will say the sounds again and draw a line for each sound, /i - n/. (Say the sounds again and draw a line on top of the first syllable line for each sound)*
- *Now I will listen for each sound and match the letters to the sounds. The first sound is /i/, it is a short vowel sound, I use the letter i. (Write i on the first line) The last sound is /n/. The letter n stands for the sound /n/. (Write n on the second line). The*

first syllable is in.

- The next syllable is vite. /In - vite/. Watch me segment the 2nd syllable, /v - ī - t/. 3 sounds, I will draw a line for each sound I hear. (Say the sounds again and draw a line on top of the second syllable line for each sound)
- Watch me spell this syllable: /v/, we use the letter v.
- /ī/, is a long vowel sound, I am not using a vowel team here, I will write the letter i, but need to remember to add the final silent e at the end (Write e at the end of a word, but not on a line)
- /t/ is the last sound (Write t on the last line).
- I heard the long i sound, and added a final, silent e at the end of the syllable. I did not add the e to a line, because it is not representing a sound, just changing the vowel sound.
- Let's read the word to make sure we spelled it correctly. /in - vite/, invite. Invite means to ask someone to join you for an event or activity. I would like to invite you to my birthday party.
- Notice when I spelled the word invite, I listened for the syllables first, then the sounds in each syllable. It is important that we listen for all of the syllables when we are spelling words, so that we don't miss any sounds!

WE DO: Let's try one together. We will spell decide.

- Let's segment the word decide into the syllables we hear first. /de - cide/, how many syllables? (2). (Draw two lines on a white board.)
- What was the first syllable? de. Let's say the sounds again and draw a line as we say each sound. (Teacher and students draw a line as they say each sound.)
- Put your finger on the first line, what sound? /d/, What letter? d. Touch the next line, what sound? /ē/. Yes, /ē/ is the next sound. Is /ē/ a short or long vowel sound? (long) When a long vowel sound ends a syllable, it is an open syllable, and is usually spelled with just the letter. Write the letter e on the second line.
- What is our first syllable? (Teacher and students touch and say each sound to read the syllable.)
- What is the next syllable? cide. Let's segment the syllable cide into the sounds that we hear. /s - ī - d/. 3 sounds. Let's draw a line above our second syllable line on our second syllable board as we say each sound. /s-ī/-/d/.
- You may be thinking of the word side. However, this syllable is spelled differently from the word. What is the first sound we hear? /s/, /s/ is often spelled with an s, but in this syllable we use c. What is the next sound? /ī/, long or short vowel sound?

(long). What do we need to do? (add final, silent e at the end. Teachers and students add e to the end of the word.)

- Remember, if c is followed by an e, i, or y, it stands for the /s/ sound. In this syllable we have c - i, and what's the last sound? /d/, what letter? d. We have our final silent e at the end, so our vowel is making a long sound.
- Let's read each syllable. /de-cide/, decide. When you decide something you make a choice. For example, Decide what you would like for breakfast; eggs or waffles. You get to decide, you choose!

YOU DO: Now it is your turn. I will say a word, you will segment the word into the syllables and then the sounds you hear. Remember, to listen for all of the sounds you hear in the word. Listen for the vowel sound and think about what you know.

Students spell the words: survive, explode

Vocabulary/Story Words: Define, Example, Connection

We will read a story about wants and needs. A want is something that is nice to have, but if you don't have it you will survive.

- Turn to page 8. Find the word survive. Survive means to stay alive. You need certain things to stay alive.
- Wants and needs are different. A want is something that is nice to have, but a need is something that you have to have to survive.

Preview the Story: Brief overview, predictions/wonderings

As we look at page 8 and 9, what are some things you see that are needs? We must have them to survive? Do you see any wants?

- Think about some things you want, then think about some things you need. Share your thoughts with a partner.
- Let's read to find out if our book has some of the same wants and needs that we have.

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
- 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 write a list of wants and needs. Challenge them to add to the wants and needs they read in the book.*

