

The Big Job (Short o Review)

DAY 1	DAY 2												
1) High-Frequency Words	1) High-Frequency Word Review												
Students use the Map-It mat to map these words. <i>*heart word; irregular part(s) underlined</i>	Students practice building the high-frequency words introduced in Day 1 on the High-Frequency Word Forming mat (reusable if in sheet protector).												
<table><tr><td>a</td><td>*th/e</td><td>h/e</td></tr><tr><td></td><td></td><td></td></tr></table>	a	*th/e	h/e				<table><tr><td>a</td><td>the</td><td>he</td></tr><tr><td></td><td></td><td></td></tr></table>	a	the	he			
a	*th/e	h/e											
a	the	he											
2) Phonemic Awareness	2) Skill Review												
Students orally blend and segment words containing the focus phonics skill.	As needed, review and warm-up by repeating the Day 1 Skill Introduction exercises.												
Blending Phonemes EX: Say /s/ /ō/ /b/ /s/. What is the word? (sobs)	3) Word Chaining												
/h/ /ō/ /t/ (hot) /d/ /ō/ /g/ (dog)	Students use the Make-It mat and paper letters (or magnetic letter tiles) to build each word in the word chain below.												
Segmenting Phonemes EX: Say the sounds you hear in jogs. (/j/ /ō/ /g/ /z/)	<table><tr><td>1) jot</td><td>2) hot</td><td>3) hog</td></tr><tr><td>4) jog</td><td>5) log</td><td>6) logs</td></tr></table>	1) jot	2) hot	3) hog	4) jog	5) log	6) logs						
1) jot	2) hot	3) hog											
4) jog	5) log	6) logs											
rob (/r/ /ō/ /b/) pot (/p/ /ō/ /t/)	4) Decoding												
3) Skill Introduction	Before reading, take note of the Language and Reading Comprehension discussion cards. Some items need to be addressed before reading.												
Display the “o” card. Explain that we are focusing on the sound /ō/. Practice saying /ō/. Repeat 2-3 times.	Decoding Students choral, partner, or whisper read the book <i>The Big Job</i> . Students use a pencil or finger to underline the words as they read aloud.												
Multisensory Practice On desks or a tactile surface (i.e., sand or on fabric), each student writes “o” with a finger while saying /ō/ aloud. Repeat 2-3 times.	5) Language and Reading Comprehension												
Sky Writing Each student straightens the arm of their dominant hand and writes the letter(s), saying the letter name(s) aloud as they write it (them). Repeat 2-3 times. Then, drag a finger under the space(s) where the letter(s) was (were) sky written and read it (them).	Complete the remaining tasks from the Language and Reading Comprehension discussion cards. Students can complete the Reading Comprehension half sheet after the discussion.												
4) Word Mapping	6) Progress Monitoring												
Students use the Map-It mat to map these words.	Comprehension Use the online book quiz to assess general comprehension.												
<table><tr><td>l/o/t</td><td>p/o/t</td><td>c/o/b</td></tr><tr><td>n/o/t</td><td>s/o/b</td><td>c/o/d</td></tr></table>	l/o/t	p/o/t	c/o/b	n/o/t	s/o/b	c/o/d	Decoding Students read the high-frequency words, skill words, nonsense words and sentences on the Progress Monitoring sheet.						
l/o/t	p/o/t	c/o/b											
n/o/t	s/o/b	c/o/d											
5) Decoding and Encoding	Encoding Students write the dictated sentence below on lined paper.												
Decoding Students choral, partner, or whisper read the words, phrases, and sentences on the Focus Skill Practice half sheet. Students use a pencil or finger to underline the words as they read aloud.	Jan has a big job.												
Encoding Students write the dictated sentence below on lined paper. Check for proper spelling, sentence formation, and handwriting.	One Progress Monitoring data sheet is included. The student page can be laminated and reused to assess multiple students. One Progress Monitoring class data sheet is included to record student data.												
Rob and Tom help Dan and Jan.													

MAP-IT

Echo-It



Tap-It



Make-It



Write-It



Read-It



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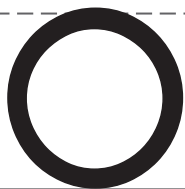


abcdefghijklmnopqrstuvwxyz

Laminate for reuse.

Map-It Activity Steps

- Echo-It:** Read the word aloud. Students repeat the word.
- Tap-It:** Students tap each sound they hear in the word with their fingers. Using their free hand, students count the phonemes by putting up a finger for each sound they hear. Students place that number of chips/counters in the Tap-It squares.
 - Teacher Model: At this point, write the word where students can see it and say it aloud as you underline the graphemes that represent the individual sounds you are saying. Conceal the word before students go to the next step.
 - Irregular Graphemes: When mapping words with irregular (and temporarily irregular) graphemes, take the time to teach about the tricky part(s) of each word. Whether explaining that the grapheme is one students haven't learned to decode yet, or whether it represents a "rule-breaker" (heart words), make sure students understand which part is tricky.
- Make-It:** Students look at the chips they placed inside the boxes and say the sound that corresponds with each chip. Then, they use letter tiles or magnets to spell the sounds they hear in each box.
- Write-It:** Once the word is built with letter tiles, students write the word on the handwriting lines.
 - Irregular Graphemes: Place a heart around the tricky part(s) of the word.
- Read-It:** Students read the word at least three times as they drag a finger under the written word.



o / ɔ / otter

Laminate for reuse.



Focus Skill Practice

Words	High-Frequency Words	Skill Words	Preview Words
	a the he	cob cod hot lot not sobs	(none)
Phrases	fix the cobs	Bob the dog	robs the cobs
	has a hot cob	big fat cod	laps up the cod
Sentences	1. Dan helps fix the cobs in a pot. 2. Rob did not get Bob the dog!		



Reading Comprehension

Look at the book's cover.

What do you predict this book is about?

Read to page 8.

Make a prediction about how the book will end.

Were your predictions correct? Explain.



Practice creating each high-frequency word. Put this in a sheet protector and form each word on the lines below using modeling clay, or write the entire word with a dry erase marker. As you write each letter, say the letter name aloud. Once the word is written, trace your finger under the word and say the letter sounds aloud.

This image shows a blank sheet of handwriting practice paper. It features three vertical columns created by two solid gray lines and a central dashed gray line. The leftmost column is approximately one-third the width of the page, the middle column is the widest at approximately half the width, and the rightmost column is also approximately one-third the width. All lines are light gray and extend from the top to the bottom of the page. There is no text or other markings on the paper.

Make-It

2

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Make-It Activity Steps

- 1. Build-It:** Students use the left side work area to build the first word they hear.
- 2. Read-It:** Once the word is built, they read it aloud.
- 3. Write-It:** Students write the word on the first line to the right.
- 4. Change-It & Repeat:** Students listen as a new word (that is similar to the first) is read. Students manipulate the letter tiles in the work area to spell the new word then read it and write it on the second line. The process repeats until all six words have been built.







Language & Reading Comprehension

Use the cards below to lead discussion before (B), during (D), and after (A) reading. Encourage student discussion and ask follow-up questions that encourage metacognition by requiring students to think critically about their own thought processes.

(B) Activate Schema & Build Background Knowledge

Let's get our minds ready to read by discussing some important things.

1. The characters in this book are going to have a cookout. What kind of foods do you like to have at a cookout? (Answers will vary.)
2. A character in this book creates quite a **commotion**. What does this mean? (noisy excitement and confusion)
3. Dan, a character in this book, has a big job, so he calls on his friends to help. Describe a time when you had to ask a friend to help you. (Answers will vary.)

(B) Literacy Knowledge

1. What characteristics help you identify this book as fiction? (Answers will vary but should include an observation that it has characters and a setting and that the story unfolds in sequential order.)
2. Look at page 4. There are two lines on this page. Which line do we read first? (Students should indicate that the first line is read first: Jan has a big job.)

(A) Vocabulary

Let's discuss some important words that have to do with the story. (You might choose to have students write or draw to depict their responses.)

1. Before reading the book, we defined the word **commotion**. How does this word tie into our reading? (Bob the dog causes a big commotion when he jumps on the table and grabs a corn cob.)
2. Jan sobs when Bob messes up all their work. What does **sob** mean? (to weep with short gasping sounds)

(A) Language Structures

Reread page 6. (Dan helps fix the cobs in a pot. He helps Jan fix the cod.) Who is "he" in this sentence? ("He" is a pronoun for Dan.) Why did the author use "he" instead of the character's name? (Authors use pronouns to avoid repetition and make the sentence smoother and clearer.)

(A) Verbal Reasoning

Use inferring skills to answer these questions. (You might choose to have students write or draw to depict their responses.)

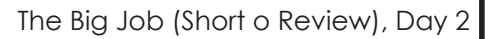
1. Are there any clues in the book that the dog may cause problems? What evidence makes you think this? (On page 8, it says, "But Rob has a dog!" This could imply that the dog may cause problems.)
2. How do you think the dog feels in this book? (Answers will vary.)

(B) Reading Skills & Strategies

Let's practice **making predictions**. (Students draw or write their responses on the Focus Skill Reading Practice sheet.)

Before we read, look at the cover and make a prediction about what this book will be about. (Possible answers might be friends, cooking, etc.)

(Pause on page 8.) Make a prediction about how you think the book will end. (Answers will vary, but students should make a prediction about the dog and the food.)



The Big Job (Short o Review), Day 2