

Pals and Pets (Short Vowel Review (CVC))

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 border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">*d/o</td> <td style="width: 33%;">*f/r/o/m</td> <td style="width: 33%;">h/a/ve</td> </tr> <tr> <td>*s/ai/d</td> <td>*th/e</td> <td>*t/o</td> </tr> </table>	*d/o	*f/r/o/m	h/a/ve	*s/ai/d	*th/e	*t/o	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">do</td> <td style="width: 33%;">from</td> <td style="width: 33%;">have</td> </tr> <tr> <td>said</td> <td>the</td> <td>to</td> </tr> </table>	do	from	have	said	the	to
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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 /b/ /ŭ/ /n/ /z/. What is the word? (buns)	3) Word Chaining												
/h/ /ă/ /m/ (ham) /p/ /ě/ /t/ (pet)	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 dog. (/d/ /ŏ/ /g/)	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">1) not</td> <td style="width: 33%;">2) net</td> <td style="width: 33%;">3) nut</td> </tr> <tr> <td>4) hut</td> <td>5) hat</td> <td>6) hit</td> </tr> </table>	1) not	2) net	3) nut	4) hut	5) hat	6) hit						
1) not	2) net	3) nut											
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did (/d/ /i/ /d/) yes (/y/ /ě/ /s/)	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 “a,” “i,” “o,” “e,” and “u” cards. Explain that we are focusing on the sounds /ă/, /ĩ/, /ŏ/, /ě/ and /ũ/. Practice saying /ă/, /ĩ/, /ŏ/, /ě/ and /ũ/. Repeat 2-3 times.	Decoding Students choral, partner, or whisper read the book <i>Pals and Pets</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 “a,” “i,” “o,” “e,” and “u” with a finger while saying /ă/, /ĩ/, /ŏ/, /ě/ and /ũ/ 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 border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">r/a/t</td> <td style="width: 33%;">g/o/t</td> <td style="width: 33%;">p/e/t</td> </tr> <tr> <td>g/e/t</td> <td>r/u/n</td> <td>h/a/m</td> </tr> </table>	r/a/t	g/o/t	p/e/t	g/e/t	r/u/n	h/a/m	Decoding Students read the high-frequency words, skill words, nonsense words and sentences on the Progress Monitoring sheet.						
r/a/t	g/o/t	p/e/t											
g/e/t	r/u/n	h/a/m											
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.	Dan has a dog. The dog has ham.												
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.												
“Do not run to the bin, pets!” said the pals.													

MAP-IT

Echo-It



Tap-It



Make-It



Write-It



Read-It



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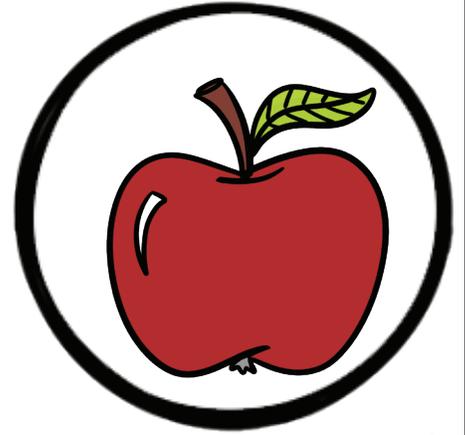
abcdefghijklmnopqrstuvwxyz

Laminate for reuse.

Map-It Activity Steps

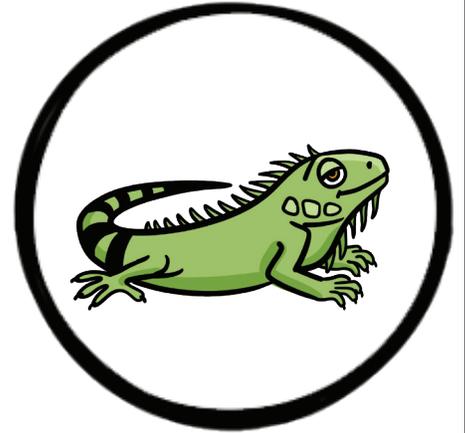
- Echo-It:** Read the word aloud. Students repeat the word.
- Tap-It:** Students tap each sound they hear in the word with their fingers. Using their free hand, students count the phonemes by putting up a finger for each sound they hear. Students place that number of chips/counters in the Tap-It squares.
 - 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.

a



a /ä/ apple

i



i /i/ iguana

o



o /ö/ otter

u



u / ʊ / up

e



e / ě / edge

Laminate for reuse.



Focus Skill Practice

Words	High-Frequency Words	Skill Words	Preview Words
	do from have said the to	buns cob did dog get rat	(none)
Phrases	runs from the cod	pets run from	run to the bin
	pets get buns	pets have fun	cat has cod
Sentences	<p>1. Ken's cat runs from the cod.</p> <p>2. The pets run from the pals.</p>		



Reading Comprehension

This part of *Pals and Pets*



made me think of *The Big Job*

because...



High-Frequency Word Forming Mat

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.



Make-It

1

2

3

4

5

6

Make-It Activity Steps

- Build-It:** Students use the left side work area to build the first word they hear.
- Read-It:** Once the word is built, they read it aloud.
- Write-It:** Students write the word on the first line to the right.
- Change-It & Repeat:** Students listen as a new word (that is similar to the first) is read. Students manipulate the letter files 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.

n

o

t

e

u

h

a

i



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. This book is about pets. What pets do you have? (Answers will vary.)
2. If you had a pet rat, what would you feed it? (Answers will vary but should include ideas of plants and meat because rats are omnivores.)
3. The pets are not content with what they are being fed. What does **content** mean? (satisfied)

(B) Literacy Knowledge

1. If you were to read a nonfiction book about taking care of pets, what might you learn? (Answers will vary but guide the discussion so students understand that nonfiction books will teach you things like what to feed the pet, how to train it, etc.)
2. Reread page 10. (The pals run. The pets run from the pals.) Why is the word "The" capitalized? (It is the beginning of a new sentence. The first word of a sentence is always capitalized.)

(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, we defined the word **content**. How does this word tie into our reading? (The pets were not content with what they were being fed by their owners, so they ran to get buns to eat.)
2. Reread page 11. (The pets run and run! "Do not run to the bin, pets!" said the pals.") What is a **bin**? (a can for garbage)

(A) Language Structures

Reread page 13. (Did the pets have fun? Yes! The pals did not.) What do you notice about the punctuation marks? (There are 3 different ending punctuation marks.) Could the author have changed the punctuation marks around and the sentences still make sense? (The question mark can only go behind a question. The author could have interchanged the exclamation mark and the period because both of those sentences would still make sense.)

(A) Verbal Reasoning

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

1. How might this story be different if the pets did not get along with one another? (They would not be running together with the common goal of getting the buns.)
2. Why do you think the pals did not have fun? (They were most likely mad because they had to chase their pets.)

(A) Reading Skills & Strategies

Let's practice **text-to-text connections**. (Students draw or write their responses on the Focus Skill Reading Practice sheet.)

A text-to-text connection is when you connect the story to events in another story you know. What text-to-text connection can you make to this story? Make a text-to-text connection to *The Big Job*. (Answers will vary but should include a connection that shows both stories had a pet that was being chased while trying to get food.)

