



RECHARGED FOR THE 21ST CENTURY



LEVEL K-2: READING

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Table of Contents

SECTION 1: INTRODUCTION

- 4 Program Overview
- 5 The Power Hour Lesson Guide
- 6 Facilitating the Lessons
- 8 General Tutoring Guidelines
- 10 Tips for Reading Tutors

SECTION 2: LESSONS

- 13 Segmenting & Blending: Snail Talk
- 16 Vocabulary: Word Detective
- 19 Features: Reading Hints and Helps
- 21 Purpose: Reading the Signals
- 26 Argument: Find the P.I.E
- 34 Comprehension: Mind Pictures
- 37 Rhyming: Ready to Rhyme
- 45 Phonemes: From Sounds to Letters
- 48 Vowels: “A” as in Able
- 52 Syllables: Syllable Match
- 58 Sentences: Sentence Strips
- 61 Fluency: Easy Reader
- 66 Details: Reading Inspector
- 68 Main Idea: What’s the Big Idea?

SECTION 3: COMMON CORE STANDARDS CORRELATIONS

- 71 Correlation table

SECTION 1: INTRODUCTION

Program Overview

Power Hour: Recharged for the 21st Century: Elementary Edition is designed to develop the abilities young people need most in order to be college- and career-ready in the 21st century – including skills such as collaboration, knowledge construction, accessing and analyzing information, critical thinking and problem-solving, effective written and verbal communication.

The recharged Power Hour program enables Club members to develop many of these skills through intensive homework assistance that matches the rigor of today's homework trends. Most importantly, the new version of Power Hour embraces technology not as a tool to be used occasionally for completing homework, but as the centerpiece of engaging activities youth complete in each after-school session. Members use technology to enhance their learning and work collaboratively with their peers and Club staff to develop academically.

Power Hour also includes an extensive focus on the reading and mathematics skills that students need for success after high school, and this Lesson Guide directly addresses that need. Based on the Common Core State Standards – a set of clear, consistent guidelines for what every student should know and be able to do in math and language arts from kindergarten through grade 12 – the lessons included here provide review, practice and reinforcement for youth in essential reading and math skills.

Through their participation in the Power Hour program, Club youth will be more prepared than ever to enter the workforce and higher-education institutions with the skills needed to compete globally and to experience success in their academic and vocational pursuits.

SECTION 1: INTRODUCTION

The Power Hour Lesson Guide

The purpose of this Power Hour Lesson Guide is to give Club staff, volunteers, peer mentors and other tutors easy-to-use lessons for reinforcing essential reading and math skills in Club youth.

- Lessons can be completed in 25 to 30 minutes.
- Tutors can work with youth individually or in small groups
- Each lesson can be completed with a minimum of preparation.
- Tutors do not need prior knowledge of the subject in order to facilitate a lesson.
- Individual lessons are designed for youth in grades K-2 or in grades 3-5 and can be used with members in any of those grade levels.
- The content of a lesson may present new learning for members at the lower end of the grade spectrum, or it may offer practice and reinforcement for youth in higher grades.
- Lessons often feature an engaging game to provide skill practice or reinforcement.

SECTION 1: INTRODUCTION

Facilitating the Lessons

The following are some simple guidelines for using the lessons effectively with youth.

1. **Become familiar with the lesson format.** Each lesson is structured for ease of use, featuring three simple steps:



GET READY – a brief review of a specific topic youth are learning about in school



GET SET – a guided practice to give youth a chance to check their understanding



AND GO! – a game or independent practice in which youth try the skill on their own

2. **Select an appropriate lesson.** The lessons do not have to be completed in any particular order, but because topics and skills are sequenced from basic to more advanced skills, an order is recommended. There are several options for selecting a lesson:

- Match the lesson to the topic or skill members are working on currently in school.
- Talk to members about areas where they are having trouble or need help, and select a lesson that most closely fits their needs.
- Select an earlier lesson that focuses on basic skills, if you have a mixed group or are unsure about the skill level of members. Choose a lesson at a level where members can work with some success and then move gradually to the next level of difficulty.

3. **Prepare for the lesson.** Once you've selected a lesson, follow these steps to get started:

- Download the lesson materials.
- Complete the basic preparations (such as making copies or gathering materials).
- Read through the lesson quickly to become familiar with the content and process.

4. **Lead the lesson.** In leading the lesson, keep in mind the following:

- Keep the lesson simple, focusing on the one or two skills being reviewed.
- Allow members to complete the independent practice or game on their own.
- Encourage more advanced members to help younger peers or those who need help.

SECTION 1: INTRODUCTION

Facilitating the Lessons, cont.

5. **Check for understanding.** At the end of each lesson:

- Check to make sure members understand the concepts and are able to do the skills.
- Walk them through the lesson again if they need additional reinforcement.
- Encourage them to access one of the websites listed (“Additional Resources”) so they can practice on their own through a fun game.
- Take note of where members succeed or need more practice so you can select future lessons to give them more practice or challenge.

SECTION 1: INTRODUCTION

General Tutoring Guidelines

The Resource Guide for PowerHour: Recharged for the 21st Century (Elementary Edition) includes detailed guidelines for using volunteers in the program – including what to look for in volunteers, where to find volunteers, strategies for engaging volunteers, interview and assessment techniques and peer-to-peer tutoring (see “PowerHour Staff and Volunteers”).

The following general guidelines are designed to help you in preparing potential tutors to work with Club members in reading and mathematics. You may want to use these guidelines in a formal training session with tutors or have an informal conversation with them.

Know yourself: the role of the tutor is to provide experience, guidance and encouragement, but you’re not expected to have all the answers.

- Have a clear idea of your own strengths and limitations and what skills or knowledge you can offer as a tutor.
- Don’t be afraid to show that you don’t know something. You can refer members to other sources, including their teacher. You also can model how to solve a problem – showing that you are in a learning process as well.

Know your members: by getting to know individual members, you can discover their strengths and challenges in learning.

- Listen closely to members so you can help them work out the real problem. Read the signals (when they are comfortable, uncomfortable, enjoying themselves) to see how engaged they are and to see if they really understand something.
- Take short breaks when needed. If members seem bored, it may mean they’re having a hard time and would rather do something else.

Build trust and safety: if members feel safe not to succeed at first, they’ll see that learning is a process that often involves unsuccessful tries.

- Be aware that all learners are different. Do not try to change the member’s style; since you are the more experienced person, it is your job to adjust or adapt.
- Do not tease or make jokes at the member’s expense. Your job is to support and encourage the member to do his or her best.
- Be a good listener and a positive role model.

SECTION 1: INTRODUCTION

General Tutoring Guidelines, cont.

- Give positive feedback but don't exaggerate their accomplishments. If they are incorrect, say so supportively ("No, that's not right, but it's a good guess").
- Celebrate members' achievements.

Teach members how to learn: by building confidence and competence, you help members strengthen the ability to learn on their own.

- Make things easy for members to understand. Give different examples or think of alternative ways to explain something.
- Use reflective questions that will help them think through the problem and be self-directed (such as "How do you think we can find an answer to this?"). Partner with them to assist them in finding the answers themselves.
- Build on what members know ("What are some things you already know about this?"). Help them find a connection between new learning and something they know. If they need to repeat a lesson, do it as often as necessary – but use less support with each repetition. This provides scaffolding for members to move to the next level.
- Do not do the work for them; this does not teach or help them.

SECTION 1: INTRODUCTION

Tips for Reading Tutors

Read aloud. Reading aloud to members is one of the most effective ways to encourage them and support growing reading skills.

Do read-alongs. Read a text together as a group, several times if necessary, then ask members to try reading it on their own. This helps members move from being fully supported to reading independently.

Connect print to pictures. Help members make the connection between visual images and written words on the page.

Highlight patterns. As members read, point out spelling and sound patterns such as cat, pat and hat.

Be attentive. Stop members immediately after an error. Show them what to do and provide them a chance to do it correctly (“That word is ‘trouble.’ What word is this?”). Help members read the word correctly.

Reread after an error. After a member has stopped to correct a word she or he has read, ask the member to go back and reread the entire sentence from the beginning to make sure she or he understands what the sentence is saying.

Ask for summaries. Ask members to tell you in their own words what happened in a story. Before getting to the end of a story, ask members what they think will happen next and why.

Be precise. Provide clear and direct instructions (“Say this word” rather than “Can you say it?”).

SECTION 1: INTRODUCTION

Tips for Reading Tutors, cont.

Be innovative. Keep tutoring sessions lively and dynamic.

Be positive. Praise goes a long way with members who struggle in reading. Provide positive feedback when correct responses are made (“Great! The word is Sequoia.”).

Be patient. Show members you care through your commitment and encouragement.

Sources:

U.S. Department of Education. (2008, October). Tips for reading tutors. Retrieved from <http://www2.ed.gov/teachers/how/read/tutors.html>

U.S. Department of Education. (2003, May). Homework tips for parents. Office of Intergovernmental and Agency Affairs. Retrieved from <https://www2.ed.gov/parents/academic/involve/homework/homeworktips.pdf>.

POWER HOUR

RECHARGED FOR THE 21ST CENTURY

LESSONS - K-2 READING

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Lesson: Segmenting & Blending
Snail Talk

Time: 20 minutes

Objective: This activity helps members identify the **sounds** in a word, not the letters or spelling. Members practice identifying individual sounds in a word (*segmenting*) and then smoothly combining individual sounds together to sound out words (*blending*) – both important skills for reading. To demonstrate correct blending, keep the sounds hooked together smoothly, even when stretching out a word. Keep in mind that vowels and consonants like /m/ and /n/ are continuous sounds and can be stretched out; consonants like /p/ and /t/ cannot be drawn out.

Materials

- White board
- Dry-erase markers
- Coins or other markers, 3 per member
- Snail Sounds sheet, 1 per member

Preparation

Distribute Snail Sounds and coins

Additional Resources

- [Blending Bowl](#)
- [Scholastic's Blending Game](#)



GET READY

6 min

1. **SAY:** Let's review how to listen for the sounds in a word. I'm going to say the names of some items using "snail talk," a very slow way of saying words. Then I'm going to blend the sounds together to say the word. Listen to these words.

Sounds			Word
/mmmm/	/aaaa/	/nnnn/	man
/ssss/	/uuuu/	/nnnn/	sun
/ffff/	/iiii/	/nnnn/	fin

2. **SAY:** Now you try it. After I say each of these words slowly, you repeat it. Then you'll guess the word, saying it fast.
3. **READ:** each of the following words very slowly, drawing out the individual sounds so members can hear them. After each word, **allow members to repeat the word slowly as you've said it**, then guess the word and say it fast.

Sounds			Word
/ffff/	/aaaa/	/t/	fat
/rrrr/	/eeee/	/d/	read
/shhhh/	/eeee/	/p/	sheep

4. **SAY:** Now we're going to practice a way to help you hear all the sounds in a word.



GET SET

6 min

- SAY:** You each have a “Snail Sounds” card and three markers. I’m going to say some words and, every time I hear a different sound, I’ll place a coin into one of the three boxes.
- DO:** Say the word “mad” slowly, drawing out the individual sounds so members can hear them.

Sounds			Word
/mmmm/	/aaaa/	/dddd/	mad

- ASK:** members to repeat the word, saying it slowly and drawing out the individual sounds.
- DO:** Show members how to place the marker into the first box for the first sound in the word *mad*, another marker into the second box for the second sound, and the final marker into the third box for the third sound in the word.
- DO:** Say the word fast: *mad*.
- REPEAT:** Repeat the process with each of these words, first saying the word very slowly and drawing out the sounds; next, allowing members to repeat the slowed-down word; then, repeating the word and placing a marker into the appropriate box and, finally, saying the word fast.

Sounds			Word
/k/	/oooo/	/wwww/	cow
/rrrr/	/aaaa/	/mmmm/	ram
/nnnn/	/oooo/	/zzzz/	nose



AND GO!

8 min

- SAY:** Now use the “Snail Sounds” boxes as you sound out the words. Say the word slowly, stretching out the individual sounds, move a marker into the right box for each sound as you stretch the sounds, then say the word fast when you’re finished.
- DO:** Say each of these words slowly, allowing members to repeat the word slowly, move the markers into the boxes, and then say the word fast.

Sounds			Word
/b/	/ěěěě/	/g/	beg
/ffff/	/ēēēē/	/t/	feet
/llll/	/āāāā/	/k/	lake
/b/	/ēēēē/	/chhhh/	beach
/ffff/	/ěěěě/	/d/	fed
/mmmm/	/ăăăă/	/p/	map
/b/	/ōōōō/	/t/	boat
/hhhh/	/öööö/	/t/	hot
/rrrr/	/ıııı/	/p/	rip
/d/	/ıııı/	/mmmm/	dime
/k/	/üüüü/	/p/	cup
/rrrr/	/ēēēē/	/d/	read

- CHECK FOR UNDERSTANDING:** If members don’t hear all the sounds in the words, walk them through the steps again or help them access one of the additional resources listed.

SNAIL SOUNDS



1	2	3
---	---	---

Lesson: Vocabulary
Word Detective

Time: 25 minutes

Objective: The dictionary can be intimidating for children, especially if they’ve never used it. It’s likely that first- and second-graders will have started using a dictionary at school, but the more practice they have the better. In this activity, they practice using context clues to guess at the meaning of a new word and then use the dictionary to find the actual meaning.

Materials

- White board
- Dry-erase markers
- Pens/pencils
- Card stock
- Scissors
- Children’s dictionary
- Book or article appropriate to members’ grade level (from online, library or members’ current reading assignments)
- “Word Detective,” 1 per member

Preparation

Make one copy of “Dictionary Hunt” cards on card stock and cut apart (one set for each member).

Additional Resources

- [Vocabulary Games](#)
- [The Unmatching Game](#)
- [Fun Brain](#)



GET READY

3 min

1. **SAY:** We’re going to practice ways to find out about new words we come across in our reading.
2. **ASK:** Can you think of a *big* word? (*Let students call out big words*) Can you guess what it means?
3. **DO:** Look up the word together, showing how you move through the dictionary alphabetically until you find the first letter, then the second and so on. When you find the entry, read the definition together.



GET SET

10 min

1. **SAY:** You’re going to practice using the dictionary by being “word detectives.”
2. **DO:** Pass a “Dictionary Hunt” card to each member.
3. **SAY:** You will use the clues on your “Dictionary Hunt” card to find new words in the dictionary.



AND GO!

12 min

1. **DO:** Give members copies of “Word Detective.”
2. **SAY:** You’re going to read and, as you do, you’re going to be a “word detective” and write down any words you find that you don’t know in the first column.
3. **SAY:** After you write down the word you don’t know, next make a guess about what you think the word means using the words in the reading or the pictures on the page. Write your guess in the middle column.
4. **SAY:** Finally, use your word detecting and dictionary skills to look up the word and find the true meaning. Write this in the last column.
5. **CHECK FOR UNDERSTANDING:** If members have trouble finding definitions, walk them through the steps again. You may also help them access one of the additional resources for more practice in vocabulary

Dictionary Hunt

Clue # 1

Find a word starting with **ASTR** that means the study of moon, stars and other objects in space.

Clue # 2

Find a word starting with **LUX** that means something very pleasant but not needed.

Clue # 3

Find a word starting with **ENDA** that means being in a dangerous situation.

Clue # 4

Find a word starting with **FOS** that means the remains of a plant or animal from millions of years ago.




Clue # 5

Find a word starting with **TRAN** that means to make a great change in something.

Clue # 6

Find a word starting with **ZIG** that means a line or course that moves back and forth.

WORD DETECTIVE

		
Word I don't know	What I think it means based on how it's used	What I know it means after looking it up

Lesson: Features

Reading Hints and Helps

Time: 25 minutes

Objective: By first or second grade, most children know the difference between fiction and nonfiction (fiction stories are made-up stories; non-fiction books provide true information). Non-fiction books include important text features that help readers locate key facts or information. Readers of all ages, especially struggling readers, tend to skip over many of the text features provided in a text, but they help readers determine what's most important, and they help them make sense of what they're reading.

Materials

- White board
- Dry-erase markers
- Post-it notes with the definitions from "Reading Hints and Helps"
- Brief passage to read during the lesson – should contain important text features like subheads, illustrations, etc.

Preparation

Prepare a set of post-it notes with the definitions from "Reading Hints and Helps." Select a brief passage for members to read during the lesson (and make sure it has at least some of the important text features, such as subheads, illustrations, or special print).

Additional Resources

[Non-Fiction Text Features](#)



GET READY

3 min

1. **ASK:** Can you tell me the difference between a fiction story and a non-fiction book?
2. **SAY:** Today, we're going to take a look at the different parts of this non-fiction book.
3. **DO:** Call to attention to the various features, such as photographs, illustrations, charts, or maps.
4. **ASK:** What do you think these features are supposed to do?



GET SET

12 min

1. **DO:** Show members the post-it notes you've prepared.
2. **SAY:** You're going to find each of these text features in the book. When you find the feature – or an example of the feature – place the post-it-note on that page to remind you of it.
3. **DO:** Give members time to identify the different features



AND GO!

10 min

1. **SAY:** Now read the selected passage and be sure to use the different features you learned to guide you in your reading.
2. **DO:** Give members a chance to read the selection.
3. **ASK:** What are three features you used that helped you understand the reading better?
4. **CHECK FOR UNDERSTANDING:** If members have trouble finding any of the text features, guide them as they look through the text. For online practice and reinforcement, help them access the additional resource listed.

Reading Hints and Helps

Caption	Glossary
I help you better understand a picture or photograph. Where am I?	I help you define words in the book. Where am I?
Chart/Graph	Illustration/Photograph
I help you better understand a picture or photograph. Where am I?	I help you define words in the book. Where am I?
Index	Label
I'm an alphabetical list of ideas that are in the book. Where am I?	I help you identify a picture or a photograph and its parts. Where am I?
Map	Special Print
I help you to understand where places are in the world. Where am I?	I let you know a word is important by making it bold or underlining it. Where am I?
Subtitle	Table of Contents
I help you know what the next section will be about. Where am I?	I help you identify key topics in the order they are presented. Where am I?

Lesson: Purpose

Reading the Signals

Time: 25 minutes

Objective: Different kinds of texts are organized differently because they're meant to be read differently. Understanding text structures helps children understand the specific purpose for reading and helps them understand what's most important. This understanding also allows them to organize their thinking about the details of a reading so they can recall them in summarizing or retelling.

Materials

- White board
- Dry-erase markers
- Overhead transparencies
- Projector
- A book or article appropriate to the members' grade level (from online, library or members' current reading assignments)
- Brief passage

Preparation

Make an overhead transparency of "Text Structures." Make copies of "Text Structure Names" and "Text Structure Examples" (on different colors of paper, if possible) and cut. Select a brief passage with an example of one of the text structures mentioned in the lesson.

Additional Resources

[Text Structure Interactive Quizzes](#)



GET READY

5 min

1. **SAY:** Let's review the different purposes writers have for writing.
2. **DO:** Show members the overhead transparency of the "Text Structures" chart.
3. **DO:** Point to each structure and briefly review:
 - *Description:* This tells you the details and qualities of something.
 - *Sequence and order:* This tells you information in a certain order.
 - *Compare and contrast:* This tells about two or more things, how they are alike and different.
 - *Cause and effect:* This tells why something happens (cause) and what happens (effect).
 - *Problem and solution:* This describes a problem and suggests a solution.
4. **DO:** Call attention the signal words on the chart.



GET SET

10 min

1. **SAY:** We're going to review what you know about these text structures.
2. **DO:** Give members the two sets of strips (Text Structure Names and Text Structure Examples).
3. **SAY:** Match up the text structure with the right example.
4. **DO:** Give members 10 minutes to match up the text structures and examples.



AND GO!

10 min

1. **SAY:** Now read the selected passage and look for one of the text structures.
2. **DO:** Give members a chance to read the selection.
3. **ASK:** What text structure did you find in the reading? How did you know which one it was? What signal words did you notice?
4. **CHECK FOR UNDERSTANDING:** If members have trouble finding any of the text features, guide them as they look through the text. For online practice and reinforcement, help them access the additional resource listed.

Text Structures

Text Structure	Signal Words		Visual
Description	<ul style="list-style-type: none"> • For example • For instance • Characteristics include • Specifically • In addition 		
Sequence & Order	<ul style="list-style-type: none"> • before • in the beginning • to start • first • next • during 	<ul style="list-style-type: none"> • after • then • finally • last • in the middle • in the end 	
Compare & Contrast	<ul style="list-style-type: none"> • similar • alike • same • just like • both 	<ul style="list-style-type: none"> • different • unlike • in contrast • on the other hand 	
Cause & Effect	<ul style="list-style-type: none"> • since • because • due to • as a result of 	<ul style="list-style-type: none"> • if • so • then • leads to • consequently 	
Problem & Solution	<ul style="list-style-type: none"> • problem • issue • cause • since • consequently • therefore • as a result 	<ul style="list-style-type: none"> • because of • leads to • due to • solve • so • then 	

Text Structure Names

Description

This tells you the details and qualities of something

Sequence and Order

This tells you information in a certain order

Compare and Contrast

This tells you about two or more things,
how they are alike and different

Cause and Effect

This tells you why something happens (the cause)
and what happens (the effect)

Problem and Solution

This describes a problem and suggests a solution

Text Structure Examples

When you walk into my bedroom you can tell that a kid lives there. For example, there are stuffed animals everywhere. In addition, there are a lot of books and toys.

Eating cereal is easy. First, get out your materials. Next, pour your cereal in the bowl and add milk. Finally, enjoy!

Jake has a book report due on Friday. Jake read the book early and worked on his book report a little bit each night. Just like Jake, Logan read the book early. Unlike Jake, Logan waited until Thursday to start his book report.

Tim forgot to bring his math book, so he didn't have it in class. He also forgot his lunch, so he was really hungry.

Sam hit his head and got a big bump. He also got a headache. His mom gave him an ice pack to put on his head, and he felt better.

Lesson: Argument
Find the P.I.E.

Time: 25 minutes

Objective: Good readers need to learn to look at the overall text to determine the author’s purpose in writing – to persuade, to inform or to entertain. Children also need to be able to identify the specific words or phrases used by the author that indicate the overall purpose.

Materials

- White board
- Dry-erase markers
- Overhead transparencies
- Projector

Preparation

Make overhead transparencies of “Sample #1, #2 and #3.” Make copies of “Sample Story – A Lion in the Bedroom” (one for each member). This story is written at a second-grade reading level. If members are younger, you may want to select something grade-level appropriate. If so, make copies of the original so members can mark up the story.

Additional Resources

[Author's Purpose Game](#)



GET READY

4 min

1. **SAY:** Let’s review the reasons authors write books. They have many different reasons. Some want to make you see their point of view on a topic, to persuade you to think about it in a new way. An example of this is a newspaper column.
2. **SAY:** Other writers want to teach you something, to inform you. You can see writing like this in your school textbooks or other non-fiction books.
3. **SAY:** Another reason an author will write is to entertain the reader.
4. **SAY:** You can tell something is written to entertain if it:
 - Tells a story
 - Makes you laugh
 - Is enjoyable and fun
 - Makes you feel a certain way (happy, sad, curious or scared)
 - Holds your attention
5. **SAY:** These three purposes are sometimes called PIE – persuade, inform and entertain.



GET SET

6 min

1. **DO:** Show “Sample #1” on the overhead projector.
2. **ASK:** What do you think the author’s purpose is in this story? Answer: **to entertain**
3. **DO:** Challenge members to underline the words or phrases showing the author’s purpose or say how they knew the purpose was to entertain.
4. **DO:** Show “Sample #2” on the overhead projector.
5. **ASK:** What do you think the author’s purpose is in this story? Answer: **to inform**
6. **DO:** Challenge members to underline the words or phrases showing the author’s purpose or say how they knew the purpose was to inform.
7. **DO:** Show “Sample #3” on the overhead projector.
8. **ASK:** What do you think the author’s purpose is in this story? Answer: **to persuade**
9. **DO:** Challenge members to underline the words or phrases showing the author’s purpose or say how they knew the purpose was to persuade.



AND GO!

15 min

1. **SAY:** Now read the Sample Story and decide what the author’s purpose is. As you read, underline any words or phrases that are hints of the author’s purpose.
2. **DO:** Give members a chance to read the selection.
3. **ASK:** What is the author’s purpose? Answer: **to entertain**
4. **ASK:** How did you know? Example answers: **it’s silly, makes me laugh, doesn’t include real information, is a made-up story, is funny**
5. **CHECK FOR UNDERSTANDING:** If members have trouble identifying the author’s purpose, walk them through the three types again. For online practice and reinforcement, help them access one of the additional resources listed.

Sample #1

Joe had been fishing for over two hours without a single bite. Suddenly, there was a nibble at the end of his fishing line. He stood up on the boat and leaned out too far. Just then, there was a sharp yank on the line. Joe fell overboard and landed head first into the water. Joe and his friends laughed and laughed.

Sample #2

Abraham Lincoln was the 16th President of the United States. He was born on February 12, 1809 in Kentucky. He was married to Mary Todd and they had four children. One of his famous speeches was the Gettysburg Address.

Sample #3

Rules are very important. They help keep things running smoothly. Rules let you know what you can and cannot do whether you are playing a game or explaining how to act in class. You should follow rules, because they help people get along.

Sample Story: A Lion in the Bedroom

When James woke up, he found a lion sleeping on the floor next to his bed. Because he was five years old, he thought this was awesome. “Hello, lion!” he yelled. The lion, a female with a patchy coat, opened one eye and stared at him lazily. Then she turned over and fell back asleep. James considered petting the lion or scratching its belly — Trixie, his old cat, loved belly scratches — but he was proud enough of his new pet that he wanted to tell his parents first. So, he jumped out of bed and walked into the kitchen.

His father was eating breakfast. “Do you want me to strip the bathroom moldings this weekend?” his father asked his mother. “Or can it wait a week?” “It can wait,” she said, frowning. “But you should really want to strip the moldings.” “I got a lion!” yelled James. “That’s nice, dear,” said his mother. “Well played, son,” said his father. “Most five-year-olds go with something showier, like an ocelot or a puma. But you’ve gone the classic route.” “I’m naming it Trixie II: Return of Trixie,” said James. “I want to ride her to school.” “Sure,” his father said, “everyone wants to ride their lion to school. But where will you park it?” “Bill,” his mother said. “We’ve talked about your sarcasm.” “It’s not sarcasm,” his father. “I’m being fu—” James’s father didn’t get to finish his sentence. It was interrupted by an ear-splitting roar, coming from James’s bedroom. For a few seconds, neither one of his parents said anything. “Maybe I’ll name her Tiger,” said James. “To confuse people.” “James,” said his father quietly. “What was that?” “That was Trixie II.” “Oh dear me,” said his mother.

James’s father craned his head to peer down the hall towards James’s bedroom. After a moment, he knelt down in front of his son and put his hands on his shoulders. “James,” he said. “I need you to be completely, 100 percent

honest with me. No make-believe, no story-time? Can you do that?” James nodded. “Sure I can.” He noticed a droplet of sweat dripping down his father’s forehead. “OK, great,” said his father, in a strange, small voice. “James. Is there a lion...a real lion...in your bedroom?” “Dad,” said James, patiently. “We’ve been over this.” His father stared at him. James sighed. “Of course there is, dad.”

“Aaaaaaaaaaaaaaaaaah!” his mother screamed. “Ahhhhhhhhhhhhh!” “Helen, stop it!” snapped his father. His father stood up. “This is ridiculous. I don’t know what that noise was, but there is not a lion in your bedroom.” James’s father walked angrily to the broom closet. He opened the door, pulled out a mop with a long wooden handle and began marching towards the hallway. “For gosh sake, Bill,” his mother said, grabbing him by the shoulder. “Let’s just get out of here and call the police. Or animal control. Or someone. Please.” “And tell them what?” His father wheeled around to face her. “What? That we have a lion in the house? Oh, I’m sure they’ll send a car right out.” “Tell them her name is Trixie II,” said James. “Someone might have met her before.” “Bill...” “I’m not calling anyone,” his father said. With that, he turned and stomped down the hallway.

James and his mother looked down after him. “Do you think dad and Trixie II will get along?” James asked his mother. “Dad is so moody these days and Trixie II is just kind of...mellow.” “Quiet,” his mother hissed. They watched his father approach the door. He reached for the handle and, holding the mop high in his other hand, gently swung the door open and poked his head around the corner. James barely had time to be curious about his father’s reaction before his father turned on his heels, slammed the door shut and went sprinting down the hallway towards James and his mother. “Get out of the house right now!” his father hollered as he ran. “Go! Run! Now! Move! Move! Move!” His father practically shoved James and his mother through the living room and out the front door.

When they were outside, his father doubled over, panting for breath. “Where in the world did you get a lion?” he yelled at James. “You mean it’s real?” his mother screamed, her eyes bugging. “Ahhhhhhhhhh!” “They come from Africa, right?” said James. By this time, neighbors had heard the commotion and begun gathering. Their next-door neighbors were the Horowitzes. Mr. Horowitz walked up to James’s father. “Bill, is something the matter?” James’s father turned and stared at Mr. Horowitz. “There’s a lion in my son’s bedroom.” Mr. Horowitz threw a quick, worried glance at his wife, who was standing on their front lawn. His wife shrugged. “O.K.,” said Mr. Horowitz, slowly. “Do you want us to call somebody?” “Her name is Trixie II,” explained James. “Or maybe Ms. Botticelli. I like how that name sounds.” “Call somebody!” his father yelled. “Call anybody! There’s a lion in my son’s bedroom.” “Helen,” said Mr. Horowitz quietly. “Should we call somebody?” “I don’t even know,” said James’s mother, breaking down in sobs. “I never know.” By this time a dozen neighbors had gathered in front of James’s house. All of them were yelling at each other, trying to figure out what had happened, when suddenly everyone froze. There, at the front door of James house, was a massive African lion. Everyone stared at it, completely silent. For a few moments, the lion stared back. Finally, she let out a long sigh. “Guys,” the lion said, “I know I’m a guest and I don’t mean to be a pain, but I had a really late night last night and I have a client meeting at 10, so I was really hoping to sleep in. Do you think you guys could keep it down just a little bit? Thanks.” And with that, the lion turned and walked back in the house. “What about Rambo?” said James. “That’s a cool name. Rambo. Yeah, I like that.”

Lesson: Comprehension
Mind Pictures

Time: 25 minutes

Objective: Having children stop after reading a small portion of text is an instructional strategy that helps them have better recall of what they've read. Drawing a picture or a sketch also helps them visualize or make pictures in their mind of key concepts.

Materials

- White board
- Dry-erase markers
- Papers
- Pens/pencils
- A book or article selection appropriate to members' grade level (from online, library or members' reading assignments)
- "All About Birds," one copy per member

Preparation

Make copies of "All About Birds"

Additional Resources

[Reading Comprehension Game](#)

[Turtle Diary Reading Games](#)



GET READY

3 min

1. **SAY:** Sometimes when we read, it's hard to remember all the details. One way to help you remember is to read a short part and then stop to think about what you've read.
2. **SAY:** Another way to remember is to draw pictures of what you've read. These don't have to be drawn well, because they're only to help you make a picture in your mind.
3. **SAY:** We're going to practice this strategy to help you get more out of your reading.



GET SET

12 min

1. **DO:** Distribute copy of "All About Birds" to each member.
2. **DO:** Guide members through the process they are going to use. Explain that they will:
 - Read the first paragraph
 - Stop and cover the words
 - Remember what they read
 - Draw or sketch an image of what they read.
3. **SAY:** Now, let's read the first paragraph together.
4. **SAY:** Stop reading and cover the words.
5. **DO:** Invite members to come up to the white board and sketch images about what they read.
6. **ASK:** What words from the reading helped you draw your picture?
7. **REPEAT:** the process with the second paragraph.



AND GO!

10 min

1. **SAY:** Now read the selected passage and try this on your own.
2. **DO:** Distribute paper and pens/pencils.
3. **DO:** Give members a chance to read the selection, stopping after every few sentences or after each paragraph to remember what they read and to make a drawing or sketch.
4. **ASK:** Did making a drawing help you remember what you've read?
5. **CHECK FOR UNDERSTANDING:** If members have trouble using the strategy, walk them through the steps again. For online practice and reinforcement of comprehension, help them access one of the additional resources listed.

All About Birds

Birds are everywhere in the world. They have beaks, feathers and wings. Birds fly south – or migrate – for the winter. Migrate means to move from one place to another.

Female birds build nests. Nests are made from things like twigs, grass and mud. Birds lay their eggs in the nest to keep them warm and protect them from other animals

Lesson: Rhyming
Ready to Rhyme

Time: 20 minutes

Objective: Word families are groups of words that share the same ending pattern, such as *hat*, *mat* and *cat*. In the earliest stage of reading, children learn the alphabet and how to sound out words but, as they progress, emerging readers learn to see “chunks” that make up different word patterns. Instead of sounding out all the letters individually then, they learn to recognize parts of the word faster and read more fluently.

Materials

- White board
- Dry-erase markers
- Coins or other markers, 9 per member
- Rhyming Bingo Cards, one per member

Preparation

Distribute Rhyming Bingo Cards and coins

Additional Resources

- [Rhyming Match-Up](#)
- [Rhyme-Bot](#)



GET READY

5 min

1. **WRITE:** the following words on the white board:

cat	mat	sat
-----	-----	-----

2. **SAY:** What do you notice about these words?

Answer: **They rhyme!**

3. **SAY:** Now, look at the letters. What do you notice about the last letter of the words?

Answer: **They all end with the letter “t”**

4. **SAY:** What other letter is the same in these words?

Answer: **They all have an “a” in the middle**

5. **SAY:** They all start with different letters, but have the same letter in the middle and at the end, what are other words like this?

6. **WRITE:** Write any rhyming words the members say on the board. Include these words too (if not listed by children):

bat	fat	hat
pat	rat	vat



GET SET

5 min

1. **WRITE:** these words on the white board:

dip	hip	lip
nip	pip	rip
sip	tip	zip

2. **DO:** Select a volunteer (or several).
3. **SAY:** Come up to the board and circle the letter in each word that's different.
4. **SAY:** What is the rhyming part of this word family?

Answer: **-ip**
5. **SAY:** Words like these – the “-ip” words – are called a family because they all go together. The same is true for the “-at” words we saw earlier.



AND GO!

10 min

1. **SAY:** We're going to play a game of bingo to practice finding words that rhyme. When I say a word, you look on your game board for a word that rhymes with it and place the marker over that word. The first person to cover the entire bingo card is the winner.
2. **DO:** Read out the following words, allowing enough time in between for members to search their cards for the rhyming word and add their marker.

bed	pig	lip
cut	win	cob
cat	vet	can
bug	sun	beg
dad	sub	hot
fix	ten	dog
pop	gum	fox
jam	map	kid

3. **CHECK FOR UNDERSTANDING:** If members miss words or choose a word that doesn't rhyme, walk them through the lesson again or help them access one of the additional resources listed.

RHYMING
BINGO!

Card 1

fin	log	mat
rug	red	not
mix	sad	tub

RHYMING
BINGO!

Card 2

nut	ham	wet
log	tub	van
mix	red	wig

RHYMING
BINGO!

Card 3

tub	rug	fin
ham	leg	sad
zip	box	wet

RHYMING
BINGO!

Card 4

mix	leg	sob
nap	bun	zip
not	pen	ham

RHYMING
BINGO!

Card 5

bun	pen	hum
van	mat	wig
wet	lid	top

RHYMING
BINGO!

Card 6

box	top	lid
hum	van	nut
leg	sob	nap

Lesson: Phonemes

From Sounds to Letters

Time: 20 minutes

Objective: A phoneme is the smallest unit of sound in spoken language, and it is represented using slash marks; the sound for the letter “m” is written /m/. Beginning readers need to know that words are made up of sounds—and they must be able to hear, recognize, and manipulate the individual sounds that make up a word. Children first become aware of sounds in spoken language and then connect them to the corresponding written letters.

Materials

- White board
- Dry-erase markers
- Cardstock
- Scissors
- Alphabet letter cards on card stock, 1 per member

Preparation

Cut Alphabet Train Cars into strips and give one strip and a set of letter cards to each member.

Additional Resources

[Word World: Dog's Letter Pit](#),
[Alphabet Matching Game](#)

[Learning Today Phonemic Awareness Lessons](#)



GET READY

6 min

1. **SAY:** Let’s review beginning sounds. What’s the beginning sound in *pan*?

Answer: /p/ sound
2. **ASK:** What are some other words that begin with the /p/ sound?

Sample Answers: *pet, park, pan, etc.*
3. **SAY:** I can make a new sound from the word *pan* if I change the /p/ sound at the beginning to /m/. I can make the word *man*.
4. **ASK:** Can you try to make a new word now? What word can you make if you take away /m/ at the beginning of the word *man* and replace it with a /t/ sound?

Answer: *tan*
5. **SAY:** Listen to this word: *cat*. I can make a new word by changing the ending sound. If I change the /t/ sound at the end of *cat* to /p/, I can make the word *cap*. Now you make a new word. Change the /p/ at the end of *cap* to /n/.

Answer: *can*
6. **SAY:** Now listen to this word: *set*. What sound do you hear in the middle of *set*?

Answer: /e/
7. **SAY:** Right, now let’s change the /e/ sound to /a/. What is the word now?

Answer: *sat*
8. **SAY:** Now change the /a/ in *sat* to /i/. What’s the word now?

Answer: *sit*



GET SET

6 min

1. **SAY:** Words like pat have a beginning sound, a middle sound and an ending sound.

What is the *beginning* sound in the word pat? Answer: /p/

What is the *middle* sound in the word pat? Answer: /a/

What is the *ending* sound in the word pat? Answer: /t/

2. **SAY:** These words are like a train that has an engine, passenger car, and caboose.
3. **SAY:** Using the alphabet cards, spell the word pat. Put the letters in the right cars.
4. **SAY:** Now we can form new words by changing the beginning, middle, and ending sounds. Spell these words by putting the letters in the right cars of your train.

What if we change the *beginning* sound in pat to the /f/ sound? Answer: fat

What if we change the *middle* sound in pat to the /e/ sound? Answer: pet

What if we change the *ending* sound in pat to the /n/ sound? Answer: pan

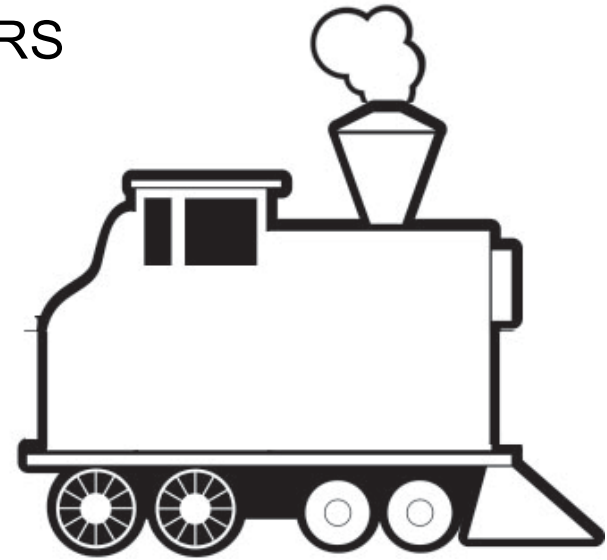
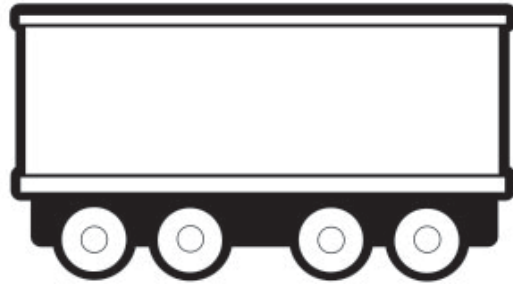
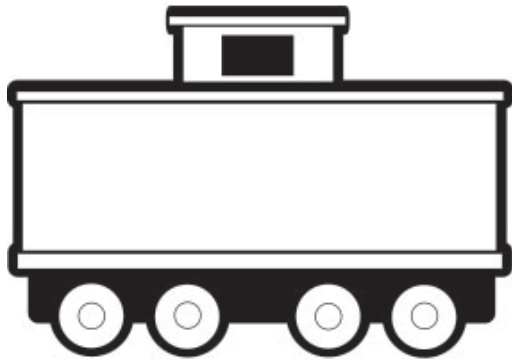


AND GO!

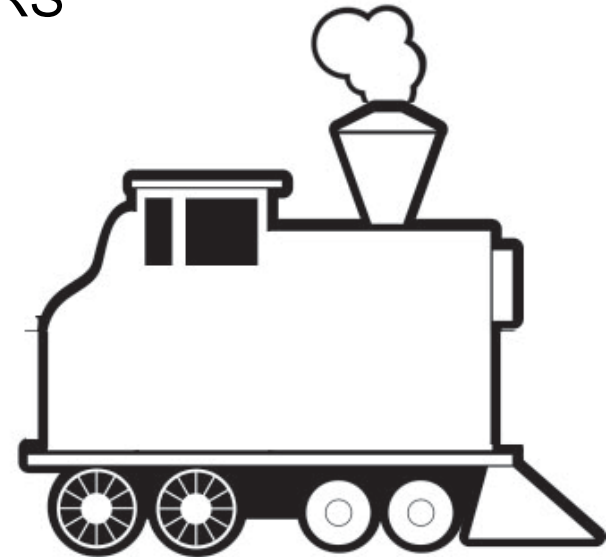
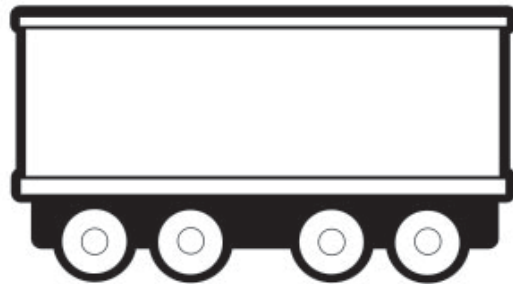
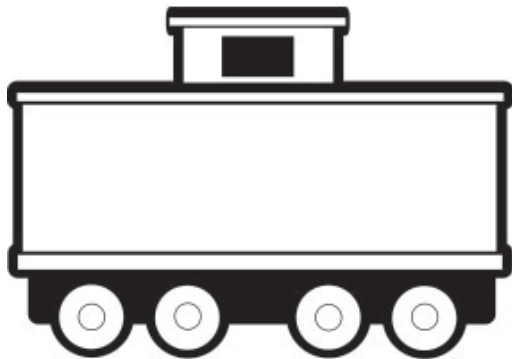
8 min

1. **SAY:** Now you try it on your own. You're going to make new words by putting new sound/letters into the train car.
2. **WRITE:** the pattern –ad on the white board.
3. **SAY:** Now let's see if you've got it. Make as many words as you can by adding a *beginning* sound to the letters written on the board. Examples: bad, dad, fad, had, lad, mad, pad, sad, tad
4. **WRITE:** the pattern –ed on the white board.
5. **SAY:** Now try it with another pattern. Make as many words as you can by adding a *beginning* sound to the letters on the board. Examples: bed, fed, led, med, ned, ped, red, ted, wed
6. **WRITE:** the pattern ba– on the white board.
7. **SAY:** This time we'll try it by changing the *ending* letter. Make new words by adding an *ending* sound to the letters on the board. Examples: bad, bag, bam, ban, bap, bar, bat, bay
8. **CHECK FOR UNDERSTANDING:** If members don't have the correct answers, walk them through the lesson again or help them access one of the additional resources listed.

ALPHABET TRAIN CARS



ALPHABET TRAIN CARS



Lesson: Vowels
“A” as in Able

Time: 20 minutes

Objective: Vowels in the English language represent a variety of sounds. The first step in learning about vowels is to hear the difference between short and long vowels. Long vowels are easier for children to learn because they sound the same as the letter names: long **a** sounds like the **“a”** in **able**, long **o** sounds like the **“o”** in **over**, and long **u** may sound like the **“u”** in **use** or the **u** in **blue**. Short vowels can be represented by a curved symbol above the vowel: **ă, ě, ĭ, ǒ, ŭ**. Long vowels can be represented by a horizontal line above the vowel: **ā, ē, ī, ō, ū**.

Materials

- White board
- Dry-erase markers
- Scissors
- Alphabet cards

Preparation

Make one copy of “Picture Cards” and cut apart. Make copies of “Short- and Long-Vowel Words” (one for each member).

Additional Resources

- [Long Vowels](#)
- [Short Vowel Games](#)
- [Color Short or Long Vowels](#)



GET READY

5 min

1. **DO:** Display letter cards a, e, i, o and u.
2. **SAY:** We’re going to review how vowels can sound in words. Sometimes, it’s easy to hear the vowel in a word. What vowel you hear in these words:

Word	Sound
ape	(a)
eat	(e)
ice	(i)
oak	(o)
use	(u)

3. **DO:** Point to the correct letter cards as members identify them.
4. **SAY:** It’s easy to hear the vowels in these words because they actually say their own names. When vowels sound just like their letter names, what do we call them? Answer: **Long vowels**
5. **SAY:** Sometimes a vowel has a different sound and does not say its own name. What do we call these vowels then? Answer: **Short vowels**
6. **DO:** Show picture cards for these words. Ask members to say just the beginning sound of each:

Word	Sound
alligator	/ă/
eggs	/ĕ/
iguana	/ĭ/
octopus	/ǒ/
umbrella	/ŭ/



GET SET

5 min

1. **SAY:** Sometimes when a word has a short vowel – like the word *cub* – it changes when an “e” is added to the end of it. Then the vowel can become a long vowel and the “e” is silent.
2. **WRITE:** the word *cub* on the white board.
3. **ASK:** What does the word *cub* become if we add an “e” to the end? Answer: *cube*
4. **WRITE:** the word *fad* on the white board.
5. **ASK:** What does this word become if we add an “e” to the end? Answer: *fade*
6. **SAY:** Notice how the sound changes when the “e” is added – from short i to long i.



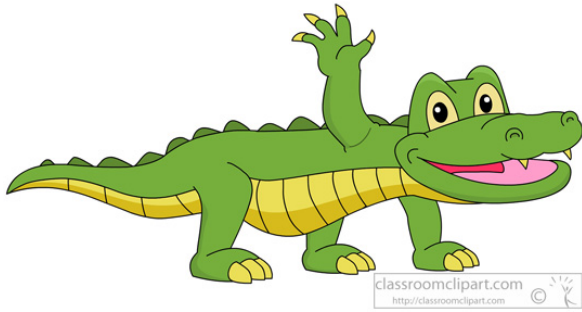
AND GO!

10 min

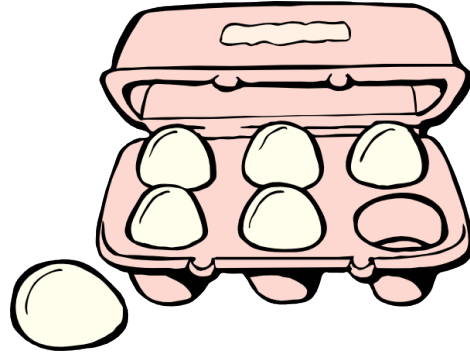
1. **SAY:** Now we’re going to play a game to practice reading words with short-vowel sounds and words with long-vowel sounds.
2. **DO:** Give each member a copy of “Short- and Long-Vowel Words.”
3. **SAY:** You’ll take turns reading the words in the boxes, starting at the top and moving to the right. You’ll read *only* the words in one box, and then the next member will read the words in the next box. For every pair of words you read correctly, you get a point.
4. **SAY:** You may begin.
5. **DO:** Keep a tally of their points.
6. **CHECK FOR UNDERSTANDING:** If members stumble or mix up the vowel sounds in the two words, take them through the lesson again or help them access one of the additional resources listed.

Picture Cards

alligator



eggs



iguana



octopus



umbrella



Short and Long Vowel Words

fine fin	cut cute	us use	cane can
cube cub	mane man	bit bite	at ate
note not	mad made	pane pan	cap cape
rat rate	dime dim	hid hide	hop hope
pine pin	rid ride	mop mope	rip ripe
rob robe	kite kit	tap tape	tube tub
plan plane	cope cop	tot tote	mate mat

Lesson: Syllables

Syllable Match

Time: 20 minutes

Objective: Members learn about open syllables (in which the vowel is not followed by a consonant) and closed syllables (in which a vowel is followed by a consonant) – and this helps them know whether the vowel is long or short. Learning to recognize syllable patterns helps children read longer words accurately and fluently. Without a strategy for “chunking” longer words into manageable parts, members may simply guess at unfamiliar words or skip them.

Materials

- White board
- Dry-erase markers
- Card stock
- Scissors

Preparation

Make a copy of “Word Cards” on card stock and cut apart.

Additional Resources

[Syllable Games](#)



GET READY

5 min

1. **SAY:** Let’s review what you know about syllables. Remember that every word has a vowel, and often the vowel is followed by a consonant.

2. **WRITE:** these words on the white board:

cap	sit	men
-----	-----	-----

3. **ASK:** Look at these words – do you notice that the vowel is “closed in” by the consonant?

4. **SAY:** This is like a sandwich – the consonants are the bread and the vowels are the meat. We call this a closed syllable.

5. **ASK:** Is the vowel short or long in these words?
Answer: **short**

6. **ASK:** In the word *baby*, what’s the first syllable?
Answer: **ba-**

7. **SAY:** Notice nothing comes after the vowel in the syllable *ba-*. We call this an open syllable. Just like if we take away a piece of bread from a sandwich, it’s an open-faced sandwich.

8. **WRITE:** these words on the white board, with a separation between the syllables:

ba by	e ven
pa per	a ble

9. **ASK:** Is the vowel long or short in these words?
Answer: **long (it says its name)**



GET SET

5 min

- SAY:** Now we'll practice seeing which syllables are open and which are closed.
- WRITE:** these words on the white board.

paper	erase	tiger
omit	cubic	

- DO:** Have members circle the open syllable in each. Answer: **First syllable in each word**
- ASK:** Is the vowel in each word long or short? Answer: **The vowel is long; it says its name**
- WRITE:** these words on the white board:

fancy	echo	picnic
hobby	pumpkin	

- DO:** Have members circle the closed syllable in each. Answer: **First syllable in each word**
- ASK:** Is the vowel in each word long or short? Answer: **short**



AND GO!

10 min

- SAY:** Now we're going to play a fun game to put syllables together in different ways.
- DO:** Place the "First-Syllable Word Cards" face-down on the left side of the floor or a table, and the "Second-Syllable Word Cards" face-down on the right side of the floor or a table. Be sure to mix the cards well before placing them.
- SAY:** The cards on the left are first syllables, and those on the right are second syllables. You'll take turns turning over a card on the left and then one on the right. Then you'll put the two syllables together to make a word.
- SAY:** If it's a nonsense word, turn the cards back over. If you make a match and a real word with the two syllables, say the word aloud and keep the cards. You get to take another turn.
- CHECK FOR UNDERSTANDING:** If members have trouble matching the syllables to make words, guide them through the lesson again or help them access one of the additional resources listed.

Word Card 1

First Syllables

Second Syllables

mit ten

com mon

num ber

in dex

Word Card 2

First Syllables

Second Syllables

bet ter

hap py

pic nic

fol low

Word Card 3

First Syllables

Second Syllables

ro tate

ba by

shi ny

cho sen

Word Card 4

First Syllables

Second Syllables

na tion

pre fix

su per

mu sic

Lesson: Sentences

Sentence Strips

Time: 20 minutes

Objective: Children begin reading at different ages, but around first or second grade, many begin to use pictures and context to figure out unfamiliar words. In this activity, members practice “reading” simple sentences over and over, replacing the final words to make a new sentence. With repeated exposure to the words, they begin to remember the printed representation and understand that words are separate parts of a sentence.

Materials

- White board
- Dry-erase markers
- Scissors
- Picture cards (nouns, verbs, foods, places, pets in categories)

Preparation

Place the selected picture cards face up in their categories on a desk or table. Make a copy of “Sentence Strips” and cut apart. On each strip, write one of the following sentences. Print as neatly as possible, using proper capitalization.

- I have a hat.
- I like to swim.
- I like to eat apples.
- We go to the store.

Additional Resources

[Simple Sentences](#)

[Sight Words Sun Attack](#)



GET READY

3 min

1. **SAY:** We’re going to practice reading some sentences together. You may already know some of the words but, if not, we’ll learn them together.
2. **SAY:** The words in the practice sentences are words we use all the time in speaking. You know most of these words: *have, like, go*.
3. **SAY:** Remember that sentences tell who is doing something and what that person is doing.
4. **READ:** the following sentence aloud: *Jessica is walking to school*.
5. **ASK:** Who is doing something in this sentence?
Answer: *Jessica*
6. **ASK:** What is she doing? Answer: *Walking to school*



GET SET

5 min

1. **SAY:** Let's try reading a sentence now.
2. **READ:** aloud the first sentence you have prepared. **Point** to each word as you read.
3. **SAY:** Now you read the sentence with me and point to each word as you say it.
4. **ASK:** members to read the sentence again and, as they say the first word, **Cut** the word off from the strip. **Cut** the remaining words off the strip one at a time as they say them.
5. **ASK:** members to place the pieces in order from left to right.
6. **DO:** Show members the picture cards you have selected and ask them to choose a picture to replace the last word in the sentence, *hat*.
7. **SAY:** Now you've made a new sentence with a different word. Read the sentence.



AND GO!

12 min

1. **SAY:** Now we're going to read more sentences together.
2. **READ:** Read the next sentence, pointing to each word as you say it.
3. **ASK:** members to read the sentence on their own after you read it to them.
4. **SAY:** Use one of the picture cards to make a new sentence. Put a picture in place of the word *swim*. Read the new sentence.
5. **ASK:** members to take turns replacing the last word in the sentence with a picture and read aloud the new sentence they've made.
6. **DO:** Guide members through the remaining sentences, allowing them to replace the final word each time with different picture cards to make new sentences.
7. **CHECK FOR UNDERSTANDING:** The sentences are simple enough that members should be able to remember them. If members have trouble making new sentences and reading them, walk them through the lesson again or help them access the additional resources listed.

Sentence Strips

Blank handwriting practice lines for sentence strips. Each strip consists of a solid top line, a dashed midline, and a solid bottom line.

Lesson: Fluency

Easy Reader

Time: 25 minutes

Objective: Fluency is the ability to read with speed, accuracy and proper expression. Fluent readers recognize words automatically and can focus on comprehension. Having children read along with a model of well-paced, expressive reading helps improve their fluency. Learning strategies to decode unfamiliar words also helps beginning readers' fluency and comprehension.

Materials

- White board
- Dry-erase markers
- Cardstock
- Scissors
- "A Restaurant Story," 1 per member
- "Vocabulary Flashcards"

Preparation

Make one copy of "Vocabulary Flash Cards" on card stock and cut apart.

Additional Resources

[First Grade Reading Games](#)

[Between the Lions](#)



GET READY

10 min

1. **SAY:** I'm going to read a story aloud. As I read, you follow along and read silently. While you do, use your finger to point to the words as you say them silently and I say them out loud.
2. **READ:** the story aloud at a moderate pace and modeling appropriate expression.
3. **SAY:** Now you read the story again, this time all together out loud. When you come to a word that is underlined, stop so we can check out the word.
4. **SAY:** There are some tips you can try to figure out a word you don't know. Let's try these tips now.
 - What do you know about the subject? Can you think of a word that might make sense here?
 - Can you sound out the word – even the first few letters? Can you think of a word that starts with these letters that would make sense in the sentence?
 - Can you break the word into smaller parts and read each part? Example: "hot" and "dogs"
 - Does this word connect to any word you already know? Example: "wait" in "waiter"
 - Do you recognize any word parts? Example: "fast" and "breakfast"



GET SET

10 min

1. **SAY:** Now you're going to practice these vocabulary words.
2. **DO:** Divide the flashcards equally among members.
3. **SAY:** Pick one of your cards and exchange it with someone else. Before you do, you have to read the word on the card, and they have to read it back to you. Keep going until you have exchanged all your cards and you have new ones.



AND GO!

5 min

1. **SAY:** Now let's read the story again all together out loud.
2. **SAY:** Remember, when you're reading and you come to a word you don't know, use one of the ways we just practiced to figure it out. If you still don't know the word, stop and write it down so you can find out later what it is.
3. **DO:** Listen while members read the story.
4. **CHECK FOR UNDERSTANDING:** If members have trouble using the strategies, walk them through the lesson again or help them access one of the additional resources for more reading practice.

A Restaurant Story

You can go to a restaurant to eat many kinds of food. You can have breakfast, lunch, or dinner and even a snack if you want. Restaurants serve food to you and to other people who go and eat at them. First, you look at a menu that lists all of the foods and drinks you can order from the restaurant.

Then you tell the waiter or waitress what you want to eat and drink. A “waiter” is the word you use for a man and a “waitress” is the word you use for a woman. Those are the people who take your order and bring you your food in a restaurant.

Restaurants cook the food you order. Some restaurants have lots of foods. Others only have some foods like salads or soups, hotdogs or desserts. Some restaurants are open part of the day and only serve food at some times of the day. Other restaurants are open all day and serve food all the time.

The waiter or waitress brings your food to the table you are sitting at. You eat the food. After you eat the food, you need to pay for the food. The waiter or waitress gives you a bill that tells you how much money you need to pay for the food. You also need to leave a tip. A tip is some extra money you give for good help, good food, and good service.

Source: Sue Peterson. “A Restaurant.” (2012. First-Grade Reading Comprehension Worksheets. K-5 Learning. <http://www.k5learning.co/reading-comprehension-worksheets/first-grade-1>.

Vocabulary Flash Cards, 1

restaurant

breakfast

lunch

dinner

snack

serve

Vocabulary Flash Cards, 2

waiter

waitress

menu

hot dogs

dessert

service

Lesson: Details

Reading Inspector

Time: 25 minutes

Objective: Children need to be able to recall facts and details related to what they read. Learning to ask the *who, what, where, when, why* and *how* questions helps them focus on what's important in a story or reading passage.

Materials

- White board
- Dry-erase markers
- Scissors
- Poster board
- Colored markers
- Book or article appropriate to members' grade (from online, library or members' current reading assignments)

Preparation

Make copies of "Detail Questions," cut apart into strips and place in a container. Place a large sheet of poster-paper on the wall. Select a brief passage for members to read during the lesson.

Additional Resources

- [My Brain Teaser](#)
Interactive quizzes based on stories:
- [Goldilocks and the Three Bears](#)
[Three Billy Goats Gruff](#)



GET READY

10 min

1. **SAY:** We're going to practice finding the important parts of something we're reading. Sentences that tell us more about what we're reading are called "details," and they provide information that's important for us to know.
2. **SAY:** The details often answer *who, what, where, when, why* and *how* questions.
3. **SAY:** We'll start by reading the selection first.
4. **DO:** Give members time to read the passage.



GET SET

10 min

1. **SAY:** Now you'll take turns pulling a strip of paper with a question about the reading. The member who pulls the first strip will ask that question of another member.
2. **SAY:** That person has to answer the question verbally and then write or draw something on the poster paper in response to the question.
3. **DO:** Allow members to take turns asking questions and responding verbally and on the poster paper.



AND GO!

5min

1. **SAY:** Now that you've found *who, what, where, when, why* and *how*, read the passage again.
2. **ASK:** Is it easier to remember the details of the story now that you've asked these questions?
3. **CHECK FOR UNDERSTANDING:** If members have trouble answering the questions, walk them through the reading slowly, pausing at important details. You may also help them access one of the additional resources for more practice in identifying important details.

Detail Questions

WHO is this about?

WHAT does it describe?

WHERE did it happen?

WHEN did it happen?

WHY did it happen?

HOW did it happen?

Lesson: Main Idea

What's the Big Idea?

Time: 20 minutes

Objective: The main idea is the most important or central thought of a paragraph or larger section of text; it tells the reader what the text is about. Finding the main idea is something we all do naturally in our everyday lives – every time we tell someone about something we've read, listened to or watched. Children gain confidence in their ability to find the main idea in a reading passage by first identifying the core idea of a movie they've seen or of a simple visual image.

Materials

- White board
- Dry-erase markers
- Post-it-notes
- Pens/pencils
- Book or article appropriate to members' grade (from online, library or members' current reading assignments)

Preparation

Make one color copy of "Winter Coat."

Additional Resources

- [Main Idea](#)
- [The Hamburger Game](#)



GET READY

4 min

1. **SAY:** We're going to review the main idea of something. The main idea is what a story or passage is all about. The details are the small parts that are also part of the passage.
2. **ASK:** Can you tell me about a movie you've seen recently that you liked? What was it about?
3. **DO:** Challenge members to describe the movie in one sentence.
4. **SAY:** Your description of the movie in one sentence is the main idea of the movie.



GET SET

8 min

1. **DO:** Show the image of the winter coat.
2. **ASK:** What's the main idea of this picture? What is this picture about?
3. **SAY:** You're right, this picture is about a coat. That's the main idea, what the picture is all about.
4. **SAY:** What are some ways you would describe this coat? Example answers: *winter coat, blue, purple sleeves, yellow elbow patches, puffy, warm*
5. **SAY:** These are the facts or details about the coat. The main idea is the coat, and all the other things that describe the coat are the details.
6. **SAY:** If we wrote a sentence about it, it might say: *My winter coat is warm and puffy, with a blue front, purple sleeves and yellow elbow patches.*
7. **ASK:** a member to circle the main idea in the sentence and underline the details.



AND GO!

8 min

1. **SAY:** Now you try it on your own. Read the passage and, as you do, think about the main idea. When you're finished reading, write the main idea on a post-it note.
2. **DO:** Give members time to read the passage and identify the main idea of the text.
3. **ASK:** What's the main idea that you came up with?
4. **CHECK FOR UNDERSTANDING:** If members have trouble finding the main idea, walk them through the lesson again. You may also help them access one of the additional resources for more practice in identifying the main idea.

Winter Coat



SECTION 3: CORRELATIONS

Lessons Correlated to Common Core State Standards

In 2010, states across the country adopted a set of high-quality academic standards in mathematics and English language arts/literacy designed to outline skills young people should be able to master by the end of each grade. The lessons in this guide have been specifically designed to meet the more rigorous academic needs of students in Clubs across the country, and the following chart details which standard each lesson is designed to address.

Reading Standards: Foundational Skills

K-2 Reading Lesson	Correlated Common Core State Standard
Snail Talk consonant and vowel sounds; blending; segmenting; decoding	Phonological awareness Count, pronounce, blend, and segment syllables in spoken words (RF.K.2b) Orally produce single-syllable words by blending sounds (phonemes) (RF.1.2b) Segment single-syllable words into their complete sequence of individual sounds (phonemes) (RF.1.2d)
Ready to Rhyme rhyming; sight words; CVC pattern; chunking; word families; onsets and rimes; recognizing visual patterns; decoding	Phonological awareness Recognize and produce rhyming words (RF.K-2a) Blend and segment onsets and rimes of single-syllable spoken words (RF.K.2c) Isolate and pronounce initial, medial and final sounds in three-phoneme CVC words (RF.K.2d) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words (RF.K.2e) Isolate and pronounce initial, medial and final sounds (phonemes) in spoken single-syllable words (RF.1.2c) Phonics and word recognition Decode regularly spelled one-syllable words (RF.1.3b)

SECTION 3: CORRELATIONS

Lessons Correlated to Common Core State Standards, cont.

<p>From Sounds to Letters initial, medial and final sounds; onsets and rimes; isolation of phonemes; substitution of phonemes; connecting sounds and letters; decoding</p>	<p>Phonological awareness Isolate and pronounce initial, medial and final sounds in three-phoneme CVC words (RF.K.2d) Isolate and pronounce initial, medial and final sounds (phonemes) in spoken single-syllable words (RF.1.2c)</p> <p>Phonics and word recognition Distinguish between similarly spelled words by identifying the sounds of the letters that differ (RF.K.3d) Decode regularly spelled one-syllable words (RF.1.3b)</p>
<p>“A” as in Able short and long vowel sounds; final silent e; recognizing visual patterns</p>	<p>Phonics and word recognition Associate the long and short sounds with common spellings for the five major vowels (RF.K.3b) Decode regularly spelled one-syllable words (RF.1.3b) Know final –e and common vowel team conventions for representing long-vowel sounds (RF.1.3c) Distinguish long and short vowels when reading regularly spelled one-syllable words (RF.2.3a) Decode regularly spelled two-syllable words with long vowels (RF.2.3c)</p>
<p>Syllable Match short and long vowel sounds; open and closed syllables; forming and decoding two-syllable words</p>	<p>Phonics and word recognition Decode two-syllable words following basic patterns by breaking words into syllables (RF.1.3e) Recognize and read grade-appropriate irregularly spelled words (RF.2.3f)</p>
<p>Sentence Strips word recognition; sentences; decoding unfamiliar words; using context clues</p>	<p>Print concepts Recognize the distinguishing features of a sentence (RF.1.1a)</p> <p>Phonics and word recognition Read common high-frequency words by sight (RF.K.3c)</p>

SECTION 3: CORRELATIONS

Lessons Correlated to Common Core State Standards, cont.

<p>Easy Reader reading fluently (with proper speed, accuracy, expression); decoding unfamiliar words; understanding the text</p>	<p>Fluency Read grade-level text with purpose and understanding (RF.K.4, RF.1.4a and RF.2.4a) Read grade-level text orally with accuracy, appropriate rate and expression (RF.1.4b and RF.2.4b) Use context to confirm or self-correct word recognition and understanding (RF.1.4c and RF.2.4c)</p>
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Reading Standards: Informational Texts

K-2 Reading Lesson	Correlated Common Core State Standard
<p>Reading Inspector identifying key details; understanding the text</p>	<p>Key ideas and details Ask and answer questions about key details in a text (RI.K.1 and RI.1.1) Ask and answer questions such as who, what, where, why and how to demonstrate understanding (RI.2.1)</p>
<p>What's the Big Idea? activating prior knowledge; distinguishing main idea from details; articulating main idea</p>	<p>Key ideas and details Identify the main topic and retell key details of a text (RI.K.2 and RI.1.2) Identify the main topic of a multi-paragraph text and specific paragraphs within the text (RI.2.2)</p>
<p>Word Detective using inference; using context clues; using a dictionary</p>	<p>Craft and structure Ask and answer questions to determine or clarify meaning of words and phrases in a text (RI.K.4 and RI.1.4) Determine the meaning of words and phrases in a text relevant to grade-level topic or subject (RI.2.4)</p>

SECTION 3: CORRELATIONS

Lessons Correlated to Common Core State Standards, cont.

<p>Reading Hints and Helps distinguishing non-fiction and fiction; identifying features of books and their purposes</p>	<p>Craft and structure Know and use various text features to locate key facts or information in a text (RI.1.5 and RI.2.5)</p>
<p>Reading the Signals identifying text structures; using signal words to identify author's purpose</p>	<p>Craft and structure Distinguish between information provided by illustrations and information provided by words (RI.1.6) Identify the main purpose of a text, including what author wants to answer, explain or describe (RI.2.6)</p>
<p>Find the P.I.E. identifying author's purpose; using signal words to identify author's purpose; understanding texts to persuade, inform, entertain</p>	<p>Integration of knowledge and ideas Identify the reasons an author gives to support points in a text (RI.K.8 and RI.1.8) Describe how reasons support specific points the author makes in a text (RI.2.8)</p>
<p>Mind Pictures accessing prior knowledge; making connections; visualizing</p>	<p>Range of reading and level of text complexity Read and understand informational texts appropriately complex for grade 1 (RI.1.10) Read and comprehend informational texts appropriate for grades 2-3 (RI.2.10)</p>