



# Kanagroos

## Teacher's Guide

Read Well K • Small Group • Unit 15

Kk

K says /k/

Quick Sound (not kuh)

Unvoiced/Quiet



### Critical Foundations in Primary Reading

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# Daily Lesson Planning



## ASSESSMENT READINESS (Reminder)

Students are generally ready for assessment when they can accurately and quickly complete tasks without your voice from the beginning of the lesson.

### DAILY LESSON FORMAT

BEFORE READING	READING	OPTIONAL AFTER READING (*based on scheduling needs)
<b>Decoding Practice</b> 10–15 minutes	<b>Storybook Reading</b> 10–15 minutes	<b>Partner Reading</b> 5–10 minutes <b>RWK Whole Class Independent Work</b> 10–15 minutes <b>Teacher-Developed Centers</b> 10–15 minutes

### SAMPLE LESSON PLANS

The *sample* lesson plans illustrate how materials can be used for students with various learning needs. *Read Well* materials are designed for flexible use. If designing your own plans, include *Read Well* Decoding Practice and Story Reading on a daily basis.

### HOMework

*Read Well* Homework (blackline masters of Solo Stories 2, 4, and 6 and the Storybook Decoding Review) provides an opportunity for children to celebrate accomplishments with parents. Homework should be sent home on routine days for children to review previously completed stories.

Additional homework options in this unit include:

- Take-Home Cards (blackline master, page 57)
- Take-Home Bee Stretches (blackline master, page 61)

#### 4-DAY PLAN • Acceleration

<b>Day 1</b> • Decoding Practice 1 • Storybook and Story Introduction • Stories 1 and 2	<b>Day 2</b> • Decoding Practice 2 • Story Introduction • Stories 3 and 4	<b>Day 3</b> • Decoding Practice 3 • Stories 5 and 6 • Story Summary	<b>Day 4</b> • Assessment Lesson • Stories 2, 4, and 6 • Assessment Activity Unit 15 Assessment
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#### TIME NEEDED (Reminder)

Small Group lessons require 20–30 minutes per day; 30-minute lessons are highly recommended. If groups are limited to 20 minutes per day, units will require more days.

#### 5-DAY PLAN

<b>Day 1</b> • Decoding Practice 1 • Storybook and Story Introduction • Stories 1 and 2	<b>Day 2</b> • Decoding Practice 2 • Story Introduction • Stories 3 and 4	<b>Day 3</b> • Decoding Practice 3 • Stories 5 and 6 • Story Summary	<b>Day 4</b> • Decoding Practice 4 • Review Stories 4 and 6	<b>Day 5</b> • Assessment Lesson • Stories 2, 4, and 6 • Assessment Activity Unit 15 Assessment
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#### 7-DAY PLAN

<b>Day 1</b> • Decoding Practice 1 • Storybook and Story Introduction • Story 1	<b>Day 2</b> • Decoding Practice 1 • Story 2	<b>Day 3</b> • Decoding Practice 2 • Story Introduction • Story 3	<b>Day 4</b> • Decoding Practice 2 • Story 4	<b>Day 5</b> • Decoding Practice 3 • Story 5
<b>Day 6</b> • Decoding Practice 4 • Story 6 • Story Summary	<b>Day 7</b> • Assessment Lesson • Review Stories 2, 4, and 6 • Assessment Activity Unit 15 Assessment			

#### PRE-INTERVENTION AND INTERVENTION

See *Getting Started: A Guide to Implementation* for information about how to achieve mastery at a faster pace with students who currently require nine or more days of instruction.

#### 9-DAY PLAN • Pre-Intervention

<b>Day 1</b> • Decoding Practice 1 • Storybook and Story Introduction • Story 1	<b>Day 2</b> • Decoding Practice 1 • Story 2	<b>Day 3</b> • Decoding Practice 2 • Story Introduction • Story 3	<b>Day 4</b> • Decoding Practice 2 • Story 4	<b>Day 5</b> • Decoding Practice 3 • Story 5
<b>Day 6</b> • Decoding Practice 4 • Story 6 • Story Summary	<b>Day 7</b> • Extra Practice 1 • Extra Practice Passage 1	<b>Day 8</b> • Extra Practice 2 • Extra Practice Passage 2	<b>Day 9</b> • Assessment Lesson • Stories 2, 4, and 6 • Assessment Activity Unit 15 Assessment	

#### 12-DAY PLAN • Intervention

<b>Day 1</b> • Decoding Practice 1 • Storybook and Story Introduction • Story 1	<b>Day 2</b> • Decoding Practice 1 • Story 2	<b>Day 3</b> • Decoding Practice 2 • Story Introduction • Story 3	<b>Day 4</b> • Decoding Practice 2 • Story 4	<b>Day 5</b> • Decoding Practice 3 • Story 5
<b>Day 6</b> • Decoding Practice 3 • Story 6 • Story Summary	<b>Day 7</b> • Decoding Practice 4 • Review Stories 2 and 4	<b>Day 8</b> • Decoding Practice 4 • Review Stories 4 and 6	<b>Day 9</b> • Extra Practice 1 • Extra Practice Passage 1	<b>Day 10</b> • Extra Practice 2 • Extra Practice Passage 2
<b>Day 11</b> • Extra Practice 3 • Extra Practice Passage 3	<b>Day 12</b> • Assessment Lesson • Stories 2, 4, and 6 • Assessment Activity Unit 15 Assessment			

*Special Note:* The Storybook Decoding Review can be used during a second dose of group instruction and/or during any one-to-one practice opportunity.

# Language Priming ★ Should and Shouldn't

## For English Language Learners and Children with Language Delays

Continuous review of, and conscious attention to, the oral language patterns in *Read Well K* can augment a more formal language intervention. Review the sample lessons provided in earlier units on a regular basis. The lesson below provides an example of how to practice using “should” and “shouldn't.”



**EXAMPLE: Introduce students to the use of “should” and “shouldn't.”**

**MATERIALS: Pictures of children getting ready for school, lunch, or other activities.**

Pictures: {Children washing their hands} {Children raising their hands} {Children getting a drink of water}

Show students a picture. Say something like:

*Should we wash our hands before we eat?* (yes)

Say “*We should wash our hands before we eat.*”

(*We should wash our hands before we eat.*)

Repeat with each picture. Encourage children to begin generating their own statements.

### UNIT 15: WORDS AND SENTENCES FROM READ WELL K ACTIVITIES

#### Stretch and Shrink, Smooth and Bumpy Blending, and Dictation

ORAL LANGUAGE PATTERNS (new and review)
★ My pen ran out of . . . (ink).
★ What do you think we will do next? (We will [read our books].)
★ Watch me wink at you. Show me a wink.
★ The cow jumped over the . . . (moon).
★ We eat soup with a . . . (spoon).
★ We eat lunch at . . . (noon).
I'm not well. I feel . . . (sick).
See the ball. I can . . . (kick the ball).
That dog can flip. That's a great . . . (trick).
Would you please stand up? Would you please sit down?
Could [an ant] really [talk]?
Should you [run in the halls]?
The cat is up in the . . . (tree).
When I'm hungry, I need to . . . (eat).
What does a cat say? (A cat says “meow.”)
See the cat and the . . . (hat).
What rhymes with rat? ([hat])

★ = Introduction of a new skill, activity, or story. ★ = New Tip

# How to Teach the Lessons

★ Watch for the stars that signal new skills, activities, or stories.

Teach from this section. Each instructional component is outlined in an easy-to-teach format. Special tips are provided to help you nurture student progress.

### Decoding Practice 1

- Storybook and Story Introduction
- Story 1, Duet
- Story 2, Solo

### Decoding Practice 2

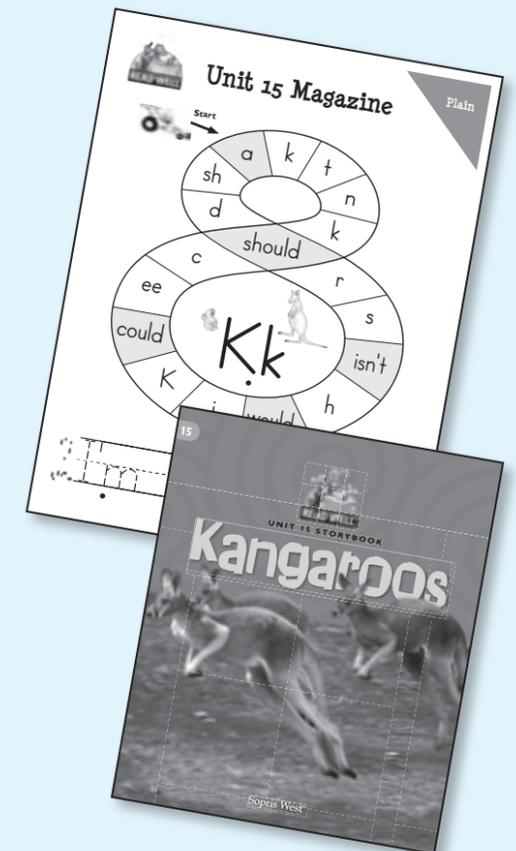
- Story Introduction
- Story 3, Duet
- Story 4, Solo

### Decoding Practice 3

- Story 5, Duet
- Story 6, Solo
- Story Summary

### Decoding Practice 4

Review Solo Stories



### SCAFFOLDED INSTRUCTION (Important Reminder)

When a word is new, begin with a demonstration, as needed. Move to guided practice, then repeat with group and individual turns, independent of your voice.

As children gain confidence across units, begin with guided practice or independent practice.



**DUET STORY READING INSTRUCTIONS**

Students read from their storybooks. The teacher reads the small text, and students read the large text and picture words.

**PACING**

- 4- to 5-Day Plans: Have students do the first reading of Duet Story 1. Then proceed to repeated readings of Solo Story 2.
- 7- to 12-Day Plans: Have students do the first *and* repeated readings of Duet Story 1.



**COMPREHENSION PROCESSES**

**Remember, Understand, Apply**

**PROCEDURES**

**1. First Reading**

- Have students practice reading the picture words {kangaroo} and {leaves}.
- Read the small text to students.
- Prompt students to read the large text together. Guide with your voice, only as needed.  
*Put your finger under the first big word and read.*  
(This is a {kangaroo}.)
- Echo read the student text and complete the sentences with expression, as appropriate. Demonstrate reading with expression at a rate slightly faster than students' rate. Compliment students on smooth, accurate, and expressive reading.
- Ask the comprehension questions and discuss the story as indicated by the gray text. If students have difficulty with a comprehension question, think aloud with them or reread the portion of the text that answers the question.

**2. Repeated Readings**

- Repeat the story, as appropriate.
- Mix group and individual turns on the student-read text, independent of your voice.

**Kangaroo Facts**

**CHAPTER 1  
Marsupials**

This is a .

Look at the picture.

Does a kangaroo have eight legs? No, a kangaroo doesn't have eight legs. So it isn't a spider.

Does a kangaroo have six legs? No, a kangaroo doesn't have six legs. So it isn't an insect either.



**INTRODUCING VOCABULARY—marsupial**

The word "marsupial" is introduced and taught in the text of the story.

A  is a marsupial.

A marsupial is a type of animal with four legs. Most marsupials have pouches on their stomachs. After a marsupial has a baby, the baby stays in the mother's pouch for a few months while it grows.

Look at the picture. Touch the kangaroo's stomach.<sup>1</sup> Does it have a baby in its pouch? (yes)<sup>2</sup>  
What is a kangaroo? (a marsupial)<sup>3</sup>



**FOCUS ON VOCABULARY—marsupial**

**Classifying, Inferring**  
After completing the page, say something like:

Wow! You just learned a great word—*marsupial*. Say the word again. (marsupial)

Now you know a lot about animals. You know that a fly is an . . . insect.

What is a kangaroo? (a marsupial)

Can you think of another animal that is a marsupial?

- 1 Remember: Identifying—What
- 2 Remember: Identifying
- 3 Understand: Using Vocabulary—marsupial

*Note:* Questions focus students on important story elements and provide prompts for story discussions. Student answers provide guidance, not verbatim responses.

STORY 5, DUET

Koala said, "The problem is that your front legs are too short!" She suggested Kangaroo hang from a branch to stretch her front legs out.



said, "I wish this trick would work."

But all that happened was that Kangaroo got very sore and tired and then let go.

What did Koala and Kangaroo try next? (They tried to stretch out Kangaroo's short legs.) <sup>1</sup>  
Why? (so she could hold on to the tree) <sup>2</sup>



Smack!



hit the ground with a THUMP!

Did the plan work? (no) <sup>3</sup>How do you think Kangaroo felt? <sup>4</sup>

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- 1 Remember: Identifying—What (Action)
- 2 Apply: Inferring, Explaining
- 3 Remember: Identifying
- 4 Apply: Predicting

STORY 5, DUET



was mad and sad.

She sat with



on the forest floor and said, "I give up. I guess I'm just clumsy."

Then Kangaroo stood up and began to hop away. She just wanted to be alone. As Kangaroo hopped, she began to gather speed. Soon she was bounding across the forest floor, hopping with her big hind legs. What was Kangaroo doing? (hopping) <sup>1</sup>



said, "See that



!"

She is the best jumper in the entire forest!"



"Kangaroo, look at what you are doing!" Koala shouted. Kangaroo looked down and saw the ground flying by. She was soaring through the air. She hopped for joy! Since that day, Kangaroo has hopped across the forest floor while Koala crawls through the branches overhead. What did Kangaroo find she could do? (hop) <sup>2</sup>Where did Kangaroo decide to live? (on the forest floor) <sup>3</sup>Do you think she's happy? (yes) <sup>4</sup>Why? <sup>5</sup>



**READER RESPONSE**

**Responding**  
After students complete the page, say something like:

Wow! Now Kangaroo is happy. She found she was better suited to living and hopping on the ground than living in a tree.

I think this is one of my favorite stories. The part I liked best was when Koala tried to tie a rope around Kangaroo's big, strong tail. I liked it because it showed team work—even though the plan didn't work.

Go back to page 11 and look through the pictures. Which part did you like best and why?

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- 1 Remember: Identifying—What (Action)
- 2 Remember: Identifying—What (Action)
- 3 Apply: Inferring
- 4 Apply: Inferring
- 5 Apply: Inferring, Explaining

**1 STRETCH AND SHRINK (oral)**

- Guide practice with each word. *Note:* If you are working with ELLs or students with language delays, continue practice with language patterns.
- Repeat, mixing group and individual turns, independent of your voice.

**2 SOUND COUNTING**

- Guide practice. Have students segment and count each sound with you.
- Repeat, mixing group and individual turns, independent of your voice.

**◆◆ 3 SMOOTH BLENDING, TRICKY WORDS (cards 28, 29, 30)**

- Demonstrate and guide practice with each card. Use each word in an oral language pattern.
- Repeat, mixing group and individual turns, independent of your voice.

**4 BEE STRETCHES**

**a. Find and Trace**

- Using a copy of page 59, cut the sounds into cards. Give students turns selecting a card and dictating a sound. Have all students trace the letter in any one box with that sound. Say something like:  
*We're going to play Find and Trace. [Kanye], select a card and read the sound. (/k/)*  
*[Kanye], say "Find and trace /k/." (Find and trace /k/.)*
- When a student has traced all the letters in a word, have the student place a game marker in the circle next to the word. Say something like:  
*[Zoe], you finished tracing the word kick. You get to place a game marker in the circle.*
- Continue sound dictation until each student has a marker for each word.

**b. Bee Loops**

- Demonstrate and guide how to do Smooth Blending of a word while simultaneously following the loop with a finger from sound to sound. Say something like:  
*Look at the bee. It is going to fly from sound to sound while we do Smooth Blending.*  
*Watch me loop and do Smooth Blending. /kīīk/ Say the word. (kick)*  
*Do Smooth Blending with me. /kīīk/ Say the word. (kick)*  
*Do Smooth Blending by yourselves. (/kīīk/) Say the word. (kick)*
- Repeat, mixing group and individual turns, independent of your voice.

**b. Highlighter Fun**

Give each student a highlighter. For each word, have students independently trace the loops and blend the sounds, then say the word. Then have them draw a happy face in the second circle. While students are working, listen to individuals. Draw happy faces in the third column of circles.

**5 TRICKY WORD PRACTICE**

- Have students read the word, spell it, and read it again. Use it in a sentence.
- Have students read the row, mixing group and individual turns.

**6 DAILY STORY READING**

See page 60 for instructions.

1. STRETCH AND SHRINK (ORAL) seat—ssseaeaeat—seat, mean—mmmeaeaeannn—mean, snack—sssnnaak—snack
2. SOUND COUNTING mean—mmm•eaeae•nnn—mean (3), snack—sss•nnn•aaa•k—snack (4)
3. SMOOTH AND BUMPY BLENDING, TRICKY WORDS (CARDS 28, 29, 30)

**4. BEE STRETCHES**

- a. Find and Trace Give students turns selecting a card and dictating a sound. Have all students trace the letter in any box with that sound. When a student completes a word, have the student place a game marker in the circle next to the word.
- b. Bee Loops When the words have been traced, have students follow the loop with their fingers and blend the sounds, say the word, then draw a happy face in the first circle.

♥	k i ck	○	○	○
✈	w ee k	○	○	○
🌸	sh a ck	○	○	○
●	t r ea t	○	○	○

- c. Highlighter Fun Give each student a highlighter or marker. For each word, have students independently trace the loops and blend the sounds, then say the word. Then have them draw a happy face in the second circle. While students are working, listen to individuals blend the sounds and read the words. Use the third column of circles to draw a happy face after a student reads each word.

5. TRICKY WORD PRACTICE Have students read the word, spell it, and read it again. Use it in a sentence. Have students read the row, mixing group and individual turns.

✎ isn't	a	want	wasn't
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**6. DAILY STORY READING**