

Level A: Book 3, *What Does a Mother Do?*



Review:

- "Clap one time for each word in this sentence. 'Lehi has a family.'" (S repeats the sentence and claps for each word—4 claps.)
- "Tell me the first sound in the word *happy*." (/h/)
- "Push the pennies into the boxes for the sounds in the word *Sam*." (Let S use the card with 3 sound boxes and push 3 pennies as he/she says /s/ /ă/ /m/.)
- "Show me how you would look if you were *happy*."
- Show S the word cards that say *family* and *happy*. T says, "Read the words." (S points under the words as he/she reads them.)

Fluency Reading:

- Hold up book A-1 and say, "This book is called *Lehi's Family*. Point under the words and read this book."
- Hold up book A-2 and say, "This book is called *Baby Nephi*. Point under the words and read this book."

Phonemic Awareness: Words in a Sentence

Note: This is a *listening* activity. No words are written.

- I DO: "I can clap as I say the words in a sentence—my turn."
"The mom cooks." (T claps while saying each word—3.)
- WE DO: "You say the sentence and clap the words with me."
(T and S say the sentence and clap for each word—3 words.)
- YOU DO: "Your turn. Clap as you say the words. 'The mom is singing.'"
(S says the sentence and claps for each word—4.)
- Practice: "I will give you some more sentences. You repeat the sentence and clap as you say each word."
(Read each sentence, one at a time and model if necessary.)
- Sentences: Sariah sews. (2)
Sariah cleans the house. (4)
Sariah hugs Lehi her husband. (5)

Phonics: Letter / Sound Review

Materials: "Upper and Lower Case ABC bags"

Note: Being able to automatically read the letters and say the sounds they represent is a critical skill for a child learning to read. Doing this review FAST will help solidify this skill that needs to become automatic. Check the sound chart, Appendix A, to make sure all sounds are taught correctly. All vowels are short sounds in this activity.

(Remove the following letters from the "Upper and Lower case ABC bags.)
P, K, Z, I, U, Y, p, k, z, i, u, y—mix up the letters so they are in random order.)

- I DO: "These cards have upper case and lower case letters—my turn."
(T reads 2-3 letters on the cards.)
- WE DO: "Let's read some more letters together." (T and S read 2-3 more letters.)
- YOU DO: "Your turn. Read all the letters as fast as you can!" (S reads letters fast.)
- I DO: "Watch me match an upper case letter with the lower case letter."
(Example: Match Z/z and I/i and read the letters aloud as you match them.)
- WE DO: "Together let's match some more of the upper and lower case letters."

(T and S read the names of 2-3 more letters aloud while matching them.)

YOU DO: **"Your turn. Read all the letters and match them as fast as you can!"**

I DO: **"Each letter has a name AND it stands for a sound. Watch me read the names of the letters and say the sounds—my turn."**
(Example: T reads the letter *u* and /ū/ sound.)

WE DO: **"Let's do some together."** (Example: T and S read letter *P* and /p/ sound.)

YOU DO: **"Your turn. Read the name of every letter and say its sound as fast as you can!"**

Phonemic Awareness: Matching Initial Sounds

Note: This is a *listening* activity. No letters are used.

I DO: **"The first sound in the word *hug* is /h/."**

WE DO: **"Let's say *hug*, and then say the first sound."** (T and S say, *hug* /h/.)

YOU DO: **"Your turn. Tell me the first sound in the word *hug*."** (S says /h/)

Practice: Say, **"Tell me the first sound in the word ____."** Use each of these words:
mother /m/, cook /k/, sing /s/

Phonemic Awareness: Identifying Beginning, Middle and End Sounds

Note: This is a *listening* activity. No letters are used.

(Put the sound card with 3 boxes on the table, and line up 3 pennies under each box.)

I DO: Say, **"For each sound I can put a penny in a box—my turn."**
(From left to right, T pushes the pennies into the sound boxes while slowly saying the sounds in the word *mom*. (/m/ /ō/ /m/)

WE DO: T places his/her hand on the child's hand to help him/her push pennies into the 3 boxes as T and S say the sounds. (/m/ /ō/ /m/)

YOU DO: **"Your turn. Say the sounds as you push each penny into its box."**

Practice: Have the child practice identifying the sounds in the word *mom* and pushing the pennies simultaneously. Do the sounds for *Sam* and *hug* too.

Vocabulary: mother

1. On the white board the T writes the word *mother*.
 2. The teacher points under the word and reads, **"*mother*."**
 3. **"Repeat the word *mother* with me."** (T points under the word, and T and S read, "mother.")
 4. **"You point under the word and read it."** (S points under the word and reads, "mother.")
 5. **"What is a *mother*?"** (a lady who has children)
 6. **"What does a mother do?"** (loves and takes care of her children)
"What does your mom do for you?" (S response)
 7. **"Write the word *mother* at the top of a card."** (S writes the word on the card.)
 8. **"Draw a picture of a *mother* with a child."** (S draws the picture under the word.)
- Put the card into the plastic bag labeled "Words I Know."

Comprehension & Fluency

1. T and S look at the front of the book, *What Does a Mother Do?*
"What do you think this book is about?" (S responds)
2. Take a few moments for T and S to look at the pictures in the book. Discuss the pictures but do not read yet.
3. T points under each word as he/she reads the story to the child.
4. Ask questions: **"Who is this book about?"** (the mother Sariah)
"What does mother Sariah do?" (any one or more answers ok—cooks, cleans, sews, sings, prays, hugs)

"How can we tell she loves her boys?" (She likes looking at them sleep.)

5. T points under each word and has S read with him/her as many times as needed until S can read the story independently.

6. Say, **"Tell me everything you can about this story."**

(Without looking at the book S retells the story in his/her own words.)

7. Say, **"Point under each word and read the story to me."** (If S cannot read a word, put your finger under the first sound of the word, and say "What sound?" After figuring out the initial sound, help the child read the word.)

8. The child needs to fluently read the book with 95% accuracy before going on to the next book. Check the back of the book for the acceptable error count.