

ACHIEVEMENT GOALS PROGRAM

READING

LEVEL 8, UNIT 1

TEACHER'S GUIDE

How It Is Nowadays

SAMPLE MINI UNIT

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OVERVIEW

OBJECTIVE: The student will recall details that have been reworded from a reading passage by completing sentences or answering questions and will decode and comprehend new vocabulary.

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Lesson	Story	Decoding	Comprehension
1 2	"The Farmer's Hut," pp. 8-18	e/ea AS IN head ay/igh AS IN high ay/y AS IN cry ay/ie AS IN pie	Rewording
3 4	"Flossie Flamingo," pp. 19-28	uw/ew AS IN view yuw/ew AS IN few	Rewording
5	"William's Wish," Part 1, pp. 30-36	ft/ft AS IN gift ay/igh AS IN high ay/y AS IN cry ay/ie AS IN pie	Rewording
7 8	"William's Wish," Part 2, pp. 37-43	e/ea AS IN head ay/igh AS IN high ay/y AS IN cry ay/ie AS IN pie	Rewording
9	UNIT TEST A		
10	Review of Test	Score 0-19 - Reteaching. See page 51.	
		Score 20-25 - Extension. See page 69.	

WORD WARM-UP

A five-minute "Word Warm-up" activity for the whole class precedes each lesson for students in grades 3 and 6 only. Materials needed are:

For grade 3:

- Achievement Goals Program: Grade 3, Reading, Word Warm-up - Teacher's Guide
- Achievement Goals Program: Grade 3, Reading, Word Warm-up - Student Work Sheets

For grade 6:

- Achievement Goals Program: Grade 6, Reading, Word Warm-up - Teacher's Guide
- Achievement Goals Program: Grade 6, Reading, Word Warm-up - Student Work Sheets

VOCABULARY

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	Basic	Enrichment	Words for Attention	Decodable Words
Lessons 1, 2 "The Farmer's Hut"	*poor *cried *advice *crazy *brought *terrible *sure *rooster *senses	*desperation *bewildered *crowed	mother-in-law decackle cackle cackled decackle werf	moaned worse
Lessons 3, 4 "Flossie Flamingo"	*flew *spend *huge *pointed *noticed *believe *lifted *you'd *early *great *goodness	roared Florida Flamingo rocket-silo	Flossie Olive Hilda Heron Katy Rachel Crane juttet	asleep added foot slowly
Lessons 5, 6 "William's Wish," Part 1	*kept *gifts *breath *interrupted *suggested *true *agreed *kept *whole	*sighed *watermelon August turkey	Julie birthday weather afternoon	fist pound
Lessons 7, 8 "William's Wish," Part II	*few *bright *either *might *finally *evening	July *shower dandelion *matter *eyelashes *skyrocket	half-believe *burst *chanted newspaper winter robin	fireworks wishbone forgot

*Words to introduce and record on a chart on chalkboard before the lesson.

5 minutes

WORD WARM-UP - Whole class activity
for students in grades 3 and 6 only

How It Is Nowadays - Level 8
Unit 1 - Lesson Plan 1

TEACHING UNIT (10 DAYS)

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LESSON 1: To demonstrate recall of details that have been reworded.

To decode words containing ea AS IN head and igh AS IN high, y AS IN cry, ie AS IN pie.

Story	Materials	Vocabulary	
"The Farmer's Hut," pp. 8-18	Work Sheet 1 ▷ items prepared by teacher on charts or chalkboard	advice senses terrible brought cried	desperation bewildered crazy rooster

CIRCLE MEETING

30 minutes

Suggested
Time

PROCEDURE: **ASSEMBLE** students at circle.

INTRODUCE BOOK.

- Tell students to look at the title of their new book. Write the title on the chalkboard and read it to the students. Ask a student to repeat title aloud.

3-5 min.

Encourage the group to suggest possible reasons for the new title.

Note with the group the information contained on the title page.

- Tell students to turn to the contents pages (pages 3-5), count the number of sections, and read the title of each section. (There are seven, including the book-length section.) Ask students to suggest the types of selections that might be included in each section.

INTRODUCE FIRST UNIT.

- Tell students to look at pages 6 and 7 and read the title of the unit. Tell them that the unit includes a folk tale, a story about talking birds, and a story about a boy who makes many wishes.

Encourage students to plan to read to discover the humor or foolishness in each plot.

▷ Teachers must prepare these items on charts or chalkboard before the lesson.

Suggested
Time

PROCEDURE: TEACH DECODING SKILLS

e/ea AS IN head

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- ▷ • List the following words on chart or chalkboard: 3-5 min.

let	head
help	ready
yes	bread

Assist students to read the first column of words and listen for the sound of the letter e.

Ask students to read the second column of words together.

Ask students what vowel sound is heard in these words. Help them determine that this short vowel sound may be represented by either e or ea.

- Say the words: high (ay/y); cry (ay/y); pie (ay/ie). Ask students to listen for the vowel sound as you repeat the words.

Write the words on a chart or the chalkboard. Tell students to read the words together.

Help students recognize that this vowel sound may be represented by the letters igh, y or ie.

- Write night and light on the chalkboard.

Assist students to read these familiar words. Point out final letter t.

Ask a student to circle the letters igh that represent the long vowel sound.

- ▷ • List the following words on the chalkboard: sigh, die, mine, hi, fry, tie, wide, high.

Assist all students to read these words together orally, from chart or chalkboard.

Point to each word and review with students the letters which represent the vowel sound.

Suggested
Time

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PROCEDURE: INTRODUCE NEW VOCABULARY

- Read the following sentences to students and direct them to listen to the sentences:

The poor farmer asked for advice. He was not sure of what to do.

The truck brought birds from the farm.

There were hens, a rooster, and some ducks.

The woman cried, "You would be crazy to go outside. The weather is wet and terrible."

"Come to your senses. Stay indoors while it is raining."

Ask students for the meaning of the underlined words.

Assist students to determine the clues in the sentences that helped tell what the words mean in the sentences.

MOTIVATE. ESTABLISH reading purposes for "The Farmer's Hut."

- Tell the group that the story they are going to read is about a farmer who has a problem and doesn't know what to do about it. In desperation, the farmer asks for advice from a wise man. Tell students to read page 8 silently to find out what the man's problem is.
- Ask students to read page 9 silently to find out what advice the wise man gave the farmer. Ask students how this advice might help?

Direct students to read page 10 silently, then orally read selected portions of pages 10-14 to find how the noise problem changed in the hut as the farmer followed the wise man's advice?

Ask students why they think the farmer continued to follow the advice of the wise man?

EMPHASIZE Read to Find Out question: How did the wise man's advice help to solve the farmer's problem?

5 min.

INSTRUCT STUDENTS IN PROCEDURE for independent seatwork:

- Complete decoding and vocabulary work sheet 1.
- Read the story, "The Farmer's Hut," pages 8-18.

Suggested
Time

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PROCEDURE: **DISTRIBUTE** work sheet 1.

Be sure students understand directions and procedure for correctly completing the work sheet.

Work the first item in each section as necessary.

Name _____

(Page 1 of 2)

DIRECTIONS Underline the words in which the ea has the same sound as ea in the word head.

dead
ready
weather
health

bead
breath
ahead
peas

bread
sea
cream
leather

feat
thread
feather
steady

Write all the words you underlined on the lines below.

dead

breath

thread

ready

ahead

feather

weather

bread

steady

health

leather

DIRECTIONS Circle the words that have the same sound as the i in pie.

cried
noise
bewildered

advice
listen
quiet

lived
right
smiled

wife
terrible
night
wise

Write the words that you circled on the lines below.

cried

right

night

advice

smiled

wise

quiet

wife

DIRECTIONS Draw a line from the word in list A to its meaning in list B.

A	B
poor	hopeless feeling
terrible	have little money
cried	carried in
sure	yelled
advice	lose your mind
rooster	kind of chicken
crazy	someone's idea that you use
brought	right mind
senses	will happen
desperation	very bad

DIRECTIONS Read these words. Find each word in the story and write the sentence in which you find the word.

1. advice

Page No.: 9

Sentence:

"Will you follow my advice?"
the wise man asked. (and 2 others)

2. terrible

Page No.: 11

Sentence:

"It's terrible!"

5 minutes

WORD WARM-UP - Whole class activity
for students in grades 3 and 6 only

How It Is Nowadays - Level 8
Unit 1 - Lesson Plan 2

LESSON 2: To demonstrate recall of details that have been reworded.

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To decode words containing ea AS IN head, and igh AS IN high, y AS IN
cry, ie AS IN pie.

Story	Materials	Vocabulary
"The Farmer's Hut," pp. 8-18	Work Sheet 2 ▷ items prepared by teacher on charts or chalkboard	advice senses terrible desperation bewildered rooster cried crazy crowed brought

CIRCLE MEETING

30 minutes

Suggested
Time

PROCEDURE: **ASSEMBLE** students at circle.

CHECK decoding and vocabulary work sheet 1.

RETEACH skills and clarify concepts as necessary.

3-5 min.

▷ **REVIEW** vocabulary introduced in previous circle.

3-5 min.

TEACH COMPREHENSION SKILLS.

10-15 min.

Rewording

- Ask a student to read the first paragraph in the story on page 8.

Ask, "Who lived in one room of his small house with his family?" Direct students to recognize the rewording in the question: house for hut and family for his wife and her mother and his three small children.

Read the second paragraph. Ask, "What drove him mad?"

Assist students to recognize the rewording.

Help students understand that some words may be changed in a story and not change the meaning of a sentence of paragraph.

▷ Teachers must prepare these items on charts or chalkboard before the lesson.

Suggested
Time

PROCEDURE:

Ask students to think of another word for the word noises in second paragraph (page 8) that would mean the same.

- Ask students to think of words that could be used for other words in each paragraph such as advice (page 9), bewildered (page 10), terrible (page 11). Remind students that the meaning must not be changed.

REVIEW the previously established purpose for reading:
How did the advice help solve the farmer's problem?

5-10 min.

INSTRUCT STUDENTS IN PROCEDURE for independent seatwork:

- Read/reread the story, "The Farmer's Hut," pages 8-18.
- Complete comprehension work sheet 2.
- Read additional materials as assigned. Activities may include--

Library reading
Partnership reading
News reading
Interest center/listening post reading

DISTRIBUTE work sheet 2.

Be sure students understand directions and procedures for correctly completing the work sheet.

Work the first item as necessary.

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Name _____

(Page 1 of 2)

DIRECTIONS Look back at the story as you answer these questions.
Mark the correct answers.

1. What did the farmer bring into his house?

- ☐ children
- ☒ animals
- ☐ people
- ☐ horses

2. Who did the farmer ask for advice?

- ☒ a smart man
- ☐ his children
- ☐ a neighbor
- ☐ his wife

3. The farmer asked the wise man for _____.

- ☐ animals
- ☐ cows
- ☒ help
- ☐ a hut

4. With all the noise in the hut the farmer yelled for it to be _____.

- ☐ nice
- ☒ quiet
- ☐ noise
- ☐ fun

5. The poor unhappy man was the _____.

- ☐ wise man
- ☐ cow
- ☐ children
- ☒ farmer

DIRECTIONS Answer the following questions in your own words. Write the page number where you found the answer.

1. What did the farmer do all day? _____

(Answers will vary.)

_____ page 8

2. What advice did the wise man give the farmer first? _____

(Answers will vary.)

_____ page 9

3. What did the farmer's wife say when the farmer brought the hens in the house? _____

(Answers will vary.)

_____ page 14

4. What did the farmer mean when he said, "Last night it was wonderful"? _____

(Answers will vary.)

_____ page 17

LESSON 10: To review skills and concepts presented in Level 8, Unit 1

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Story	Materials	Vocabulary
Unit 1	Unit Test A, corrected	See page 1.

30 minutes

CIRCLE MEETING

**Suggested
Time**

PROCEDURE: **ASSEMBLE** students at circle.

CHECK Unit test 1 with all students in the group.

10 min.

- Ask students to tell how they arrived at the answers.
- Encourage students to question and correct orally any incorrect items.

ESTABLISH two reading groups based on Unit Test A scores:

2-5 min.

-Extension Group - Students who score 20 or better,
See Extension Unit, page 69.

-Reteaching Group - Students who score below 20.
See Reteaching Unit, page 51.

EXPLAIN assignment and give directions to the extension group.

EXCUSE extension group students from the circle to begin their assignment.

RETEACHING GROUP

15-18 min.

- Show students where they have been successful on the test.
- Determine areas of need with students.

NOTE TO TEACHER:

Reinstruction of all unit skills may not be necessary. The test results will determine the number of students in the reteaching group, the skills needing instruction, and the amount of practice necessary.

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Suggested
Time

- PROCEDURE:
- Select teaching strategy or strategies from lessons in reteaching unit based on students test performances.
 - Begin reteaching of skills as time allows. See page 51 for an overview of reteaching unit.

RETEACHING UNIT (1-3 days)

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OBJECTIVE: To review skills and concepts presented in Level 8, Unit 1.

Reteaching Lesson	Skill	Materials
1	Decoding - sounds of long <u>i</u> : <u>igh</u> , <u>ie</u> , <u>y</u>	Reteaching Work Sheet 1
2	Decoding - <u>ea</u> AS IN head	Reteaching Work Sheet 2
3	Vocabulary	Reteaching Work Sheet 3
4	Rewording	Reteaching Work Sheet 4

UNIT TEST B

NOTE TO TEACHER:

Instruct the reteaching group in the skills identified by Unit A results.
Administer Unit Test B after reteaching.

When 80% of the students reading in this unit have scored 20 or better on
Unit Test A or B, the entire group will begin the next unit.

Students who score below 20 on Unit Test B should receive additional
practice as suggested in the Reinforcement Unit, page 73 .

RETEACHING LESSON 1: To review decoding words with sound of long i, igh, ie, y.

Story	Materials
Unit 1	Reteaching Work Sheet 1.

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PROCEDURE: **DECODING**

Sound of long i



- List the following on a chart or chalkboard.

<u>igh</u>	<u>ie</u>	<u>y</u>
high	pie	cry
sigh	tie	try
thigh	lie	pry

- Tell students to pronounce letter sounds.
Point to each word and say each word with students.
Ask students to read each word in unison.

Direct students to read selected words individually.

Repeat until students have mastered.

Extend the list of words if more practice is needed.

INSTRUCT STUDENTS IN PROCEDURE for independent seatwork:

-Complete reteaching work sheet 1.

-Read additional materials as assigned. Activities may include--

Library reading
Listening post reading
Partnership reading of a unit story

Name _____

DIRECTIONS Put an X before each word that has the same vowel sound as why and sigh. Circle the letter or letters that stand for this vowel sound.

<input checked="" type="checkbox"/> pie	___ family	<input checked="" type="checkbox"/> lie	___ flip	<input checked="" type="checkbox"/> die
___ their	___ print	<input checked="" type="checkbox"/> right	<input checked="" type="checkbox"/> tie	<input checked="" type="checkbox"/> dry
<input checked="" type="checkbox"/> my	<input checked="" type="checkbox"/> sky	<input checked="" type="checkbox"/> sight	___ indeed	<input checked="" type="checkbox"/> flight

DIRECTIONS Read each sentence and circle the correct word.

- (pie) die
1. We will eat the apple _____.
flight (night)
2. We do not see the sun at _____.
(fly) sky
3. Mike saw the bird _____ away.
(dry) sly
4. After the rain stops, the street will _____.
(right) might
5. Do you know the _____ answer?
(sky) fly
6. The sun is in the _____.

7. When I sleep, I lie tie in bed.

8. How high sigh can you jump?

9. The man had on a new tie pie.

10. If he is hungry, the baby will fry cry.

EXTENSION UNIT

EXTENSION LESSON 1-3: To extend and enrich concepts and skills presented in Level 8, Unit 1.

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Story	Materials
Unit 1	<p>Extension Work Sheet 1- Categories</p> <p>Materials as needed for selected assignments.</p>

NOTE TO TEACHER:

The amount time needed for the reteaching unit will determine the amount of time students will spend on the extension activities. Select assignments that are appropriate to the time available.

PROCEDURE: **SELECT** reading extension activities for students from among the following:

- Extension Work sheet 1, Categories
- Library/personal reading, including:
 - Choosing new story titles. Students reread their favorite stories of the unit and write a new title and a paragraph telling their reasons for liking the story. Students may read the paragraph to a partner from the reading group.
 - Subject reading from topics of interest in the unit. Students prepare written or oral reports for presentation to the class during language period, or to the teacher. Topics may include:
 - "Farmer's Hut" - Farm Animals
 - "Flossie Flamingo" - Birds
 - Students find passages to use to write rewording recall questions for others in their small independent circle to answer.

PROCEDURE:

- Play reading and preparation for delivery to the class at language period, using stories from the unit and plays from other books and kits.
- Poetry notebooks. Students read and copy poems to share at language time or with the teacher. Students may find poetry by the same poet or with the same theme to read and enter in their notebooks.

- Ginn Studybook, page 6

Long i (igh, ie, y)

- Ginn Studybook, page 4

Vocabulary

- Ginn Studybook, page 5

Comprehension

NOTE TO TEACHER:

The above activities readily lend themselves to emphasis in the areas of self-concept, race/human relations, multicultural concepts, race/human relations, multicultural concepts, and career awareness.

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Name _____

CATEGORIES

DIRECTIONS Read the following words. Think about the meaning of each word. Divide all the words into three lists. Give each list a title. All the words in each list should be alike in some way.

pig	hand	horse	owl	eyelash	thumb
fist	heron	sheep	head	dog	horse
hen	cow	eyes	fox	rooster	flamingo

TITLE: <u>Animals</u>	<u>Body Parts</u>	<u>Birds</u>
<u>pig</u>	<u>fist</u>	<u>heron</u>
<u>cow</u>	<u>hand</u>	<u>owl</u>
<u>horse</u>	<u>eyes</u>	<u>hen</u>
<u>sheep</u>	<u>head</u>	<u>rooster</u>
<u>fox</u>	<u>eyelash</u>	<u>flamingo</u>
<u>dog</u>	<u>thumb</u>	_____
<u>horse</u>	_____	_____

REINFORCEMENT UNIT

REINFORCEMENT LESSONS: To review decoding, and vocabulary presented in Level 8, Unit 1.

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NOTE TO TEACHER:

These activities are designed to assist students who score below 20 on Unit Test A and B.

PROCEDURE: REINFORCEMENT SUGGESTIONSDECODINGSounds of long i

- Provide practice in silent and oral reading of words with long i (igh, ie, y) from flash cards.
- Provide opportunities for students to look for, find, and correctly pronounce long i words in their reading.
- Prepare Booster Sheet 1 from the Teacher's Edition for student practice as an independent activity or with assistance from staff, volunteers or tutors.

VOCABULARY

- Use flash cards to provide practice of vocabulary from the story. Students read and match words with their meanings.

Students may prepare their own word cards for the vocabulary most difficult for them.

REWORDING Guide students to read materials at their independent (not instructional) reading level and answer questions for details or facts that have been reworded.