



Literacy and Intervention

SAMPLE LESSON



**Intensive, Multisensory Reading Intervention
with Proven Results**

Grades Pre-K–8+



Level 5 Reinforcing Lesson 11–12d: ow



REINFORCING

Lesson 11–12d: ow**Steps Overview**

Materials	Procedures	Examples
Step 1: Phonogram Cards		
<ul style="list-style-type: none"> Phonogram Cards 1–98 Decodable 1 Word Cards 57–74 	<ul style="list-style-type: none"> Review Phonogram Cards. Review Decodable 1 Word Cards. 	
Step 2: Phonological Awareness		
	<ul style="list-style-type: none"> Sound Deletion: say a word, then only say part of it. 	<i>puppies, bunnies, funnies, babies, houseflies, butterflies, buggies, copied, easier, earlier</i>
Step 3: Word Building		
<ul style="list-style-type: none"> Phoneme-Grapheme Sheet 3 green, 4 white circles 	<ul style="list-style-type: none"> Students use circles to represent sounds, then write letters to make words. 	<i>copy/copied, crazy/crazier, funny/funniest</i>
Step 4: Decoding and Sentence Reading		
<ul style="list-style-type: none"> Reader 5, p. 119 	<ul style="list-style-type: none"> Word decoding and sentence reading Comprehension questions 	
Step 5: Prereading		
	<ul style="list-style-type: none"> Letter/sound analysis (What letters say /ou/? What do the letters ow say?) Syllable Addition: <i>flower</i> to <i>flowering</i> Background, vocabulary, and concepts 	<i>flower</i>
Step 6: Reading Comprehension		
<ul style="list-style-type: none"> Reader 5, p. 120 BLM p. 64, Graphic Organizer 	<ul style="list-style-type: none"> Guided reading by paragraph, then answer comprehension questions Rereading for Fluency 	
Step 7: Sound Dictation		
<ul style="list-style-type: none"> BLM p. 61, Sounds and Words Dictation Paper 	<ul style="list-style-type: none"> Write known spellings for sounds. 	<i>/ō/, /ch/, /j/, /ā/, /ē/, /ō/, /ou/, /ā/, /er/, /z/</i>
Step 8: Prespelling		
	<ul style="list-style-type: none"> Say each syllable and phoneme. (What is the first syllable in <i>flower</i>? What is the first sound in <i>flow...</i>) 	<i>flower</i>
Step 9: Spelling		
<ul style="list-style-type: none"> BLM p. 61, Sounds and Words Dictation Paper 	<ul style="list-style-type: none"> Dictate words, students write, then read. 	<i>flowers, rose, ill, ginger, cake, mailbox, balloon, butterflies, bridge, pearl</i>
Step 10: Sentence Dictation		
<ul style="list-style-type: none"> BLM p. 62, Sentence Dictation Paper 	<ul style="list-style-type: none"> Make a dash for every word in the sentence, then write each word on a dash. 	<ol style="list-style-type: none"> <u>My mom planted flowers in front of the house.</u> <u>I felt ill when the ship was tossing on the high seas.</u>

REINFORCING Lesson 11–12d**Step 1****Phonogram Cards****5**

Shuffle and drill **Phonogram Cards 1–98**.

Then shuffle and drill **Decodable 1 Word Cards 57–74**.

**Step 2****Phonological Awareness****5****SOUND DELETION**

Say *puppies*. Say *puppies* again, but don't say /z/. (*puppy*)

Say *bunnies*. Say *bunnies* again, but don't say /z/. (*bunny*)

Say *funnies*. Say *funnies* again, but don't say /z/. (*funny*)

Say *babies*. Say *babies* again, but don't say /z/. (*baby*)

Say *houseflies*. Say *houseflies* again, but don't say /z/. (*housefly*)

Say *butterflies*. Say *butterflies* again, but don't say /z/. (*butterfly*)

Say *buggies*. Say *buggies* again, but don't say /z/. (*buggy*)

Say *copied*. Say *copied* again, but don't say /d/. (*copy*)

Say *easier*. Say *easier* again, but don't say /er/. (*easy*)

Say *earlier*. Say *earlier* again, but don't say /er/. (*early*)

Step 3**Word Building****5**

Give each student four white and three green circle-shaped markers and a **Phoneme-Grapheme Sheet**. Have students begin with their circles in the gray box at the top of the sheet.

Today we will spell words that are two or more syllables and end with *y* saying the sound /ē/. Then we will add a suffix, changing the *y* to *i*, but still saying the sound /ē/.

Say *copy*. What is the first syllable? (*cop*) Bring down a circle for each sound.

Push up the circles and write the letters for the sounds /k/, /ō/, /p/. Say the

second syllable. (/ē/) We know that *y* says /ē/ at the end of a second syllable.

Write the letter *y*. Sound out the word. Let's change *copy* to *copied*. Cross out the *y* and write an *i* above it. Then write *ed* in the next box. Go back and sound out the word. Write the word *copied* again on the next line.

Repeat with the following words: *crazy* to *crazier*, *funny* to *funniest*.

Step

4

Decoding and Sentence Reading**DECODING**

Have students open their **Reader** to page 119. Follow the procedure in Lesson 11–12a, Step 4 to teach this step. Call students' attention to any new vocabulary. Check for comprehension by having students use a word in a sentence.

After five minutes, move on to the sentences at the bottom of the page. Remind students that they should make a picture in their mind as they read the sentences to make sure they understand what they're reading.

SENTENCE COMPREHENSION

1. What did the troops do? (They went into battle.)
2. Is a fish a caring parent? (no)
3. Where did the geese go? (south)
4. What did the birds eat? (seeds)
5. When did the children cheer? (They cheered when the circus clowns marched into the center ring.)
6. What did the raccoon do? (It prowled and raided the trash cans.)
7. Can you play a flute correctly the first time you pick it up? (no)
8. What should you do before crossing the street? (look both ways)
9. Where do some woodwinds have a reed? (in the mouthpiece)
10. How do you play a woodwind? (by blowing into it to make air move through)

Step

5

Prereading**PHONEME-GRAPHEME ANALYSIS**

Follow the format of Lesson 11–12a, Step 5 to teach the word *flower*. Then change *flower* to *flowering*.

REINFORCING Lesson 11–12d**INTRODUCING THE ARTICLE****Build Background, Vocabulary, and Concepts**

Have you ever seen a butterfly or a moth? What color was it? How might you be able to tell the difference between a butterfly and a moth? Butterflies and moths both hatch from eggs as caterpillars. Does anyone know what caterpillars do to become butterflies or moths? (make a chrysalis or a cocoon)

This is an article about butterflies and moths. Did you know that there are more butterflies and moths than any other kind of insect except for beetles? There are thousands of different kinds. Think about what you would like to learn about butterflies and moths as you read the article.

Identify and discuss any difficult vocabulary words in the article. You may want to show detailed photographs or drawings of the four stages of butterfly metamorphosis: egg, caterpillar, chrysalis, and butterfly. Point out the visuals when needed as you discuss the questions below.

Step 6**Reading Comprehension****15**

Open your **Reader** to page 120. Read the title (*The Butterfly and the Moth*) and the first paragraph silently. Look up when you are finished.

What are the butterfly's wings covered with? (scales) Why do you think the butterfly's scales look like dust if they get on your fingers? (They look like dust because they are very, very small.)

Follow the same procedure with the following article sections:

Paragraph 2: How does a butterfly begin its life? (as a small egg) Where does the butterfly lay its eggs? (in a sunny place) What kind of creature hatches from the eggs? (a caterpillar) What does the caterpillar become? (a chrysalis) What hatches from the chrysalis? (a butterfly)

Paragraph 3: What does a butterfly feed on? (nectar from flowers) How does the butterfly sip nectar from the bottom of a flower? (It has a sucking tube in its mouth.) How does the butterfly uncurl its sucking tube? (by pumping blood into it)

Paragraph 4: What is the main way of telling moths and butterflies apart? (Butterflies are active in the day; moths are active at night.) What other animals have we read about that are nocturnal, or active at night? (badgers)

Paragraph 5: How else are butterflies and moths different? (Butterflies have slim, hairless bodies and slender antennae with bulbs on the end. Moths are plump and furry with feathery antennae.) How are they similar? (They both have long feelers called antennae.)

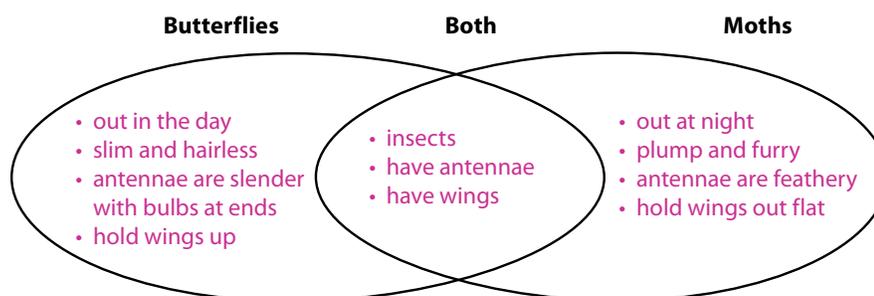
Last paragraph: What is another way to tell a moth from a butterfly? (Butterflies hold their wings up; moths hold their wings out flat.)

Choose students to read sections of the article aloud to the group.

COMPREHENSION ACTIVITY

Compare and Contrast Distribute a **Graphic Organizer** to each student. Draw the diagram on the board as shown. Have students begin by writing the headings. Then work with students to fill in their copy as they compare and contrast butterflies and moths. (Suggested answers are shown.)

Let's fill in this diagram together to compare and contrast butterflies and moths. On one side, we'll list facts about butterflies. On the other side, we'll list facts about moths. In the middle, we'll list how they are the same.

**REREADING FOR FLUENCY**

When time permits and depending on students' needs, have individual students reread the article to you. Monitor them for accuracy as you time them for a words-per-minute calculation. There are 381 words in *The Butterfly and the Moth*, including the title. For scoring guidelines, see the Introduction to this Teacher's Guide.

Step 7**Sound Dictation****2**

Distribute **Sounds and Words Dictation Paper** to each student.

Dictate the following sounds, using the format in Lesson 11–12a, Step 7. If a sound or sounds can be represented multiple ways, students should write all known ways to represent that sound.

/ō/ (o-e, o, ou, oa, ow), /ch/ (ch, tch), /j/ (j, g, dge), /ā/ (a-e, ay, ea, ai),
 /ē/ (e-e, e, y, ea, ee, ie), /ō/ (o-e, o, ou, oa, ow), /ou/ (ou, ow), /ă/ (a),
 /er/ (er, ur, ir, ear), /z/ (z, s)

Step 8**Prespelling****3****PHONOLOGICAL AWARENESS**

Use the procedure in Lesson 11–12a, Step 8 to review the word *flower*.

REINFORCING Lesson 11–12d**Step 9****Spelling****5**

Have students use **Sounds and Words Dictation Paper** distributed in Step 7 to spell the following words, using the format in Lesson 11–12a, Step 9: *flowers, rose, ill, ginger, cake, mailbox, balloon, butterflies, bridge, pearl.*

Step 10**Sentence Dictation****5**

Distribute **Sentence Dictation Paper** to each student.

Dictate the following sentences, using the format in Lesson 11–12a, Step 10. When finished, have students read both sentences aloud.

My mom planted flowers in front of the house.

I felt ill when the ship was tossing on the high seas.

Independent Work

- Have students turn to page 61 in **Workbook 5**. Tell students that they should add *ow* to complete all the words in the box, and then write each word on a line to complete the sentences. Have them read the completed sentence aloud to make sure it makes sense. Encourage students to complete the page independently.
- Have students turn to page 62. Discuss the illustration and the article. Then read and discuss the first question with students. Refer to *The Butterfly and the Moth* if necessary. Tell them to write their answer on the lines below the question. Encourage students to complete the page independently.
- If students are ready to read a new decodable book independently or in pairs, invite them to read **Set 5B: Decodable Reader** *Rainbows*, and then take turns sharing the book with family members.

Assessment

- You may want to invite students to read **Quick Check Lesson 11–12d** to you or a peer, or to take it home and read it to a family member.
- You may want to administer **Form B of Decoding Assessment: ow** when considering ending work on *ow* with Lesson 11–12d. This will help determine if student achievement is adequate and in order to contrast the score with that of **Form A** for reporting purposes.

show

slow

throw

grow

own

blow

yellow

low

Photocopy Decodable 1 Word Cards on Green Card Stock

Decodable 1 Word Cards

below

cow

owl

now

down

brown

town

power

Photocopy Decodable 1 Word Cards on Green Card Stock

Decodable 1 Word Cards

clown

how

know

knot

knife

knee

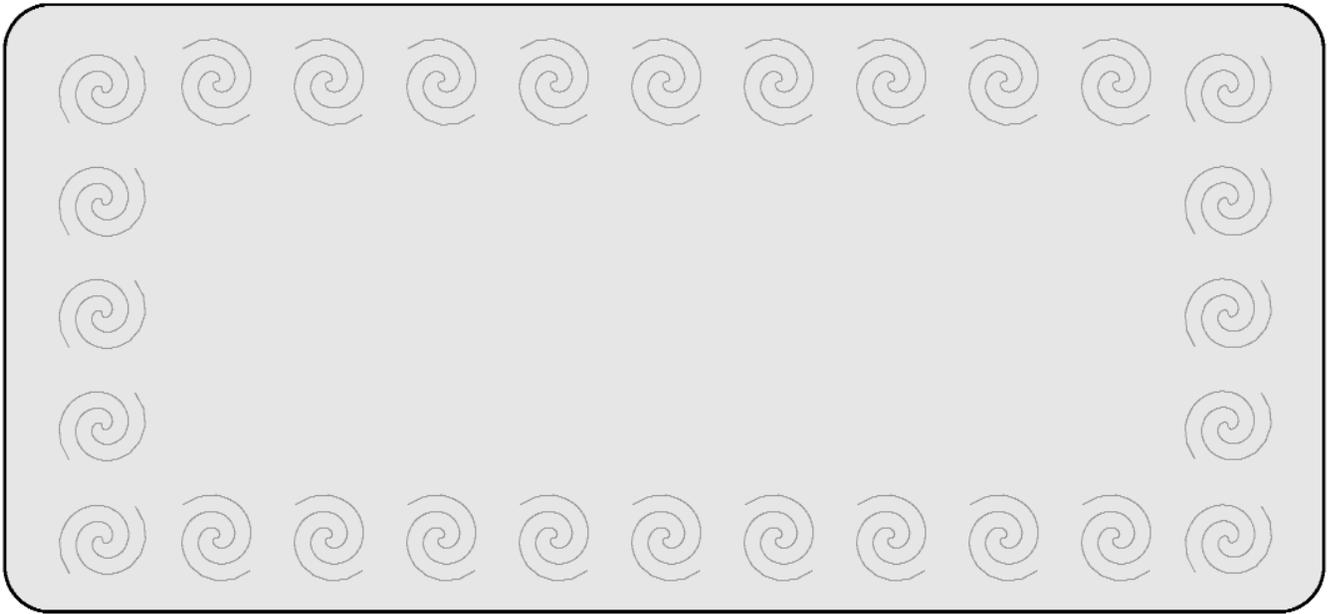
kneel

knight

Photocopy Decodable 1 Word Cards on Green Card Stock

Decodable 1 Word Cards

Phoneme-Grapheme Sheet



Phoneme-Grapheme Sheet

rapid	glance	robins	hungry	succeed
leafy	summer	straggle	snowing	grand
rain	now	thousands	clenched	place
rattle	power	allow	clown	store
flown	seventy	surprise	crossroads	prowl

All the troops went into battle, ready to fight.

Fish do not take care of their young at all.

The geese have flown south for the winter.

The bird sat on the windowsill and ate seeds from the bird feeder.

The children cheered when the circus clowns marched into the center ring.

Last night, a raccoon was on the prowl and raided our trash cans.

You have to learn how to blow into a flute to make the right sound.

It is not safe to cross the street without looking both ways.

Some woodwinds have a reed in the mouthpiece.

You play a woodwind by blowing into it to make air move through.



The Butterfly and the Moth

The butterfly, like its cousin the moth, is easily spotted by its lovely wings, which are covered with very small scales. If you handle a butterfly, you will see “dust” from its wings on your fingers. The dust is, in fact, thousands of these scales. The Latin name for butterfly means “wings with scales.”

A butterfly is an insect. It begins its life as a small egg. The eggs are laid in a place that gets a good deal of sunshine. The creature that hatches from the egg doesn't look at all like the grown-up insect it becomes. It hatches into a caterpillar. It eats as much food as it can and then surrounds itself in silk so that it becomes a chrysalis. The chrysalis hatches, and out comes a butterfly. Some butterflies spend the winter as a chrysalis and then come out as an adult butterfly in the warmer weather.



The butterfly feeds on nectar from flowers. The butterfly has a sucking tube in its mouth. It is very long and flexible and can reach right down to the bottom of the flower. The butterfly sucks up the nectar with this tube. When the butterfly has eaten, this tube rolls up under its head. To make the tube stick out again, the butterfly pumps blood into it so it uncurls.

Although a moth and a butterfly look alike in many ways, you can tell them apart. For one thing, most butterflies are out during the day, fluttering from flower to flower to feed. Most moths, on the other hand, come out at night.

A moth is likely to be plump and furry, while a butterfly is slim and hairless. Both insects have a pair of long feelers on the tops of their heads, called antennae. A butterfly's antennae are long and slender, with little bulbs at the ends.

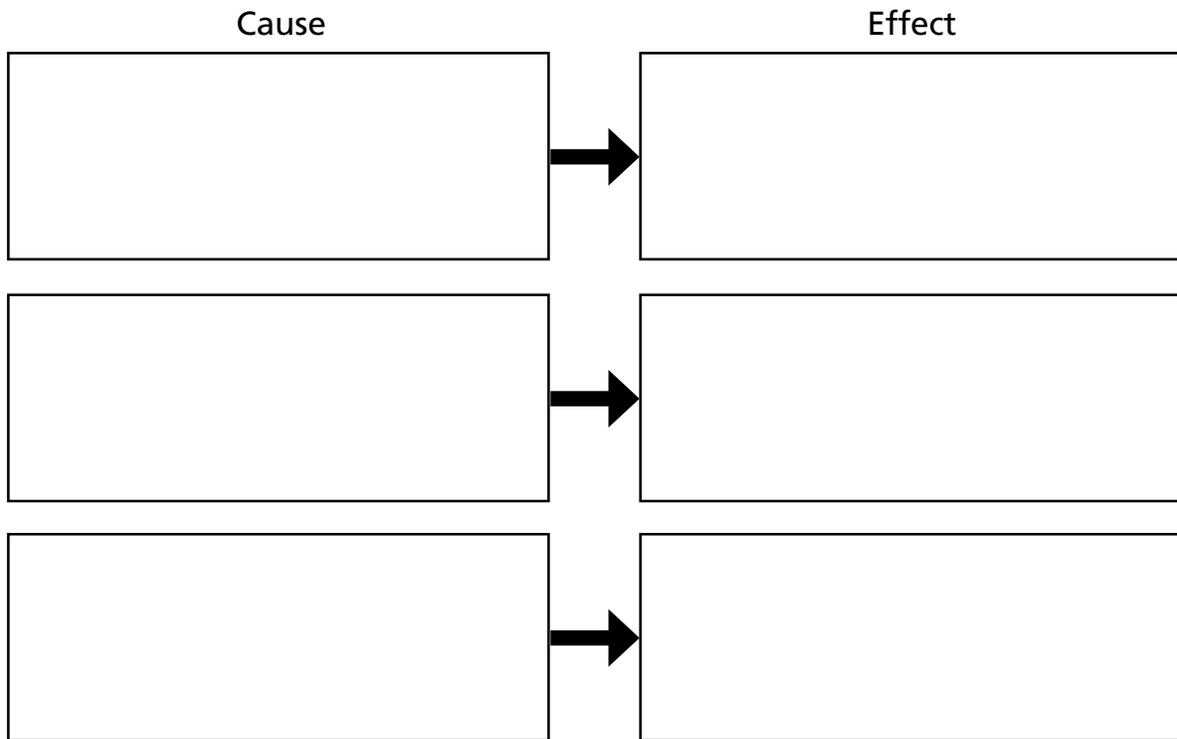


But most moth antennae are hair-like and feathery, and don't have little bulbs at the ends.

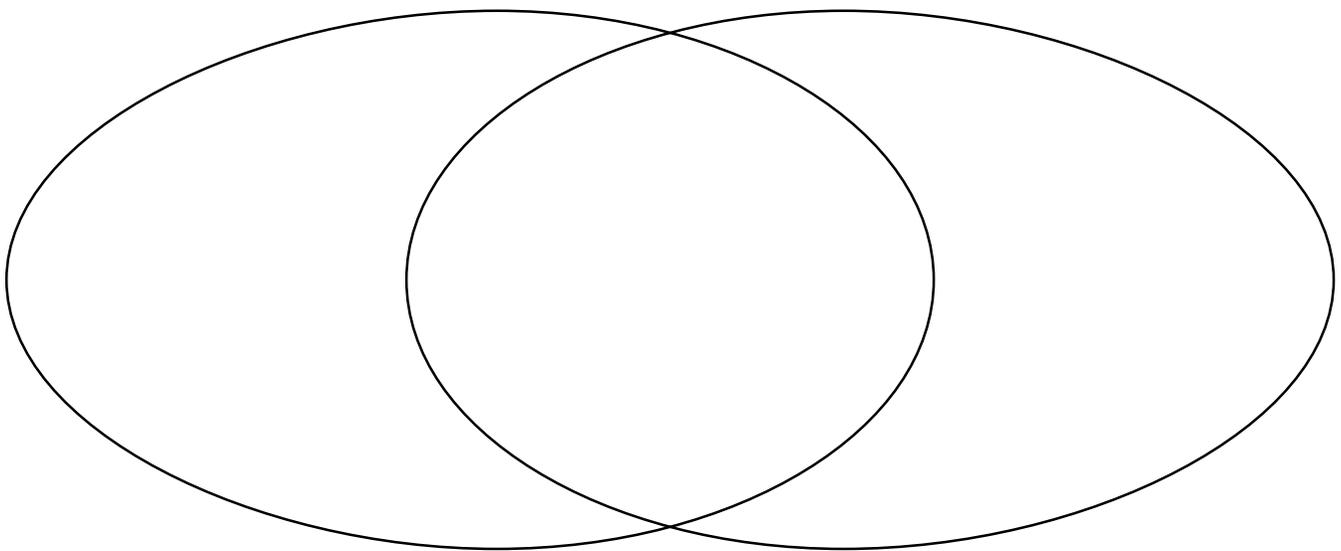
A simple way to tell a moth from a butterfly, though, is by looking at how the insect holds its wings. When a butterfly rests on a flower, it tends to hold its wings up. When a moth rests on your bedroom window, it tends to spread its wings out flat.



Cause and Effect



Compare and Contrast: Venn diagram



Name: _____

Date: ____ / ____ / ____

Sounds

Words

1 _____

1 _____

2 _____

2 _____

3 _____

3 _____

4 _____

4 _____

5 _____

5 _____

6 _____

6 _____

7 _____

7 _____

8 _____

8 _____

9 _____

9 _____

10 _____

10 _____

Name: _____

Date: ____ / ____ / ____

Sentences



Add *ow* to the word. Then fill in each blank with a different word from the box.

sh_____	elb_____	v_____el
t_____el	bl_____ing	foll_____
wind_____	dr_____sy	t_____ truck

- The wind is _____ the leaves off of the trees.
- If you look out of the _____, you can see the sky.
- If you _____ me how, I can do it too.
- Your _____ lets your arm bend.
- Gerry stayed up late and felt _____ the next day.
- My dog likes to _____ me around.
- Curt mopped up the spilled water with a hand _____.
- If your car breaks down, you can call a _____.
- The letter *a* is a _____, not a consonant.



The Butterfly and the Moth



1. What is the dust on a butterfly's wings?

2. Describe the stages of a butterfly's life.

3. What are four differences between a butterfly and a moth?

- ---
- ---
- ---
- ---

4. Have you ever seen a caterpillar? Show what it might have looked like after it became a butterfly or a moth.

Quick Check Lesson 11–12b

tomorrow fellow power bow

throw in the towel take a bow

The wolves howled at the moon.

Look down below!

Quick Check Lesson 11–12c

thrown now flow powder

night owl a low blow

The snow fell in a fine powder.

My, how you have grown!

Quick Check Lesson 11–12d

glow howl mellow clown

slow down a cold shower

You are not allowed to go out.

There is a prowler on the loose.

Quick Check Lesson 11–12e

tow below growl blow

over the rainbow down to earth

Tie your laces in a bow.

This bowl of chowder has grown cold.