SAMPLE LESSON

S.P.I.R.E.®
Specialized Program Individualizing Reading Excellence

Intensive, Multisensory Reading Intervention with Proven Results
Grades Pre-K–8+

Level 5 Reinforcing Lesson 11–12d: ow
## Steps Overview

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<td>1. My mom planted flowers in front of the house.</td>
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<tr>
<td></td>
<td></td>
<td>2. I felt ill when the ship was tossing on the high seas.</td>
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</table>
Phonogram Cards

Step 1

Shuffle and drill Phonogram Cards 1–98.
Then shuffle and drill Decodable 1 Word Cards 57–74.

Phonological Awareness

Step 2

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)

Word Building

Step 3

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/, /ŏ/, /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.
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.

Reading Comprehension

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.

### Butterflies
- out in the day
- slim and hairless
- antennae are slender with bulbs at ends
- hold wings up

### Moths
- out at night
- plump and furry
- antennae are feathery
- hold wings out flat

### Both
- insects
- have antennae
- have wings

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.

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**Step 7 Sound Dictation**

**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, ou, oа, ow), /ч/ (чh, tch), /j/ (j, g, dge), /а/ (a-e, ay, ea, ai),
- /э/ (e-e, e, ea, ee, ie), /а/ (o-e, o, ou, oa, ow), /ou/ (ou, ow), /а/ (а),
- /er/ (er, ur, ir, ear), /з/ (z, s)

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**Step 8 Prespelling**

**PHONOLOGICAL AWARENESS**

Use the procedure in Lesson 11–12a, Step 8 to review the word *flower.*
Step 9 Spelling

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

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
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

Cause

Effect

Compare and Contrast: Venn diagram

Graphic Organizers
<table>
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<tr>
<th>Name: ___________________________</th>
<th>Date: <strong>/</strong>/___</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sounds</strong></td>
<td><strong>Words</strong></td>
</tr>
<tr>
<td>1</td>
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<td>10</td>
<td>10</td>
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*Full Lesson Dictation Paper*
Name: _______________________________ Date: ______ / ______ / ______

Sentences

Full Lesson Dictation Paper
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
```

1. The wind is _____________ the leaves off of the trees.

2. If you look out of the ______________, you can see the sky.

3. If you _____________ me how, I can do it too.

4. Your ______________ lets your arm bend.

5. Gerry stayed up late and felt ______________ the next day.

6. My dog likes to ______________ me around.

7. Curt mopped up the spilled water with a hand ______________.

8. If your car breaks down, you can call a ______________.

9. 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.
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<th>Quick Check Lesson 11-12b</th>
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<td>throw</td>
<td>now</td>
<td>powder</td>
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<td>a low blow</td>
<td>throw in the towel</td>
<td>tie your laces in a bow</td>
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<tr>
<td>The snow fell in a fine powder.</td>
<td>The wolves howled at the moon.</td>
<td>This bowl of chowder has grown cold.</td>
</tr>
<tr>
<td>My, how you have grown!</td>
<td>Look down below!</td>
<td>There is a prowler on the loose.</td>
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<tr>
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<td>Quick Check Lesson 11-12d</td>
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<tr>
<td>tow</td>
<td>blow</td>
<td>growl</td>
</tr>
<tr>
<td>over the rainbow</td>
<td>blow</td>
<td>blow</td>
</tr>
<tr>
<td>down to earth</td>
<td>blow</td>
<td>growl</td>
</tr>
<tr>
<td>Tie your laces in a bow.</td>
<td>This bowl of chowder has grown cold.</td>
<td>You are not allowed to go out.</td>
</tr>
<tr>
<td>Slow down</td>
<td>a cold shower</td>
<td>took below</td>
</tr>
<tr>
<td>The snow fell in a fine powder.</td>
<td>The wolves howled at the moon.</td>
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