

# Day 10

## 1 Word Knowledge

### Informal Assessment

Everything in the Getting Started lessons should be constantly assessed. Watch closely to monitor students' understanding of these review lessons. Observe students as they read the words and decodable books in Phonics and Fluency, read the selection in the *First Reader*, and write. Use the **Teacher Observation Log** found on page 32 of *Program Assessment* to record anecdotal information about each student's strengths and weaknesses.

### Phonics and Fluency

#### Reviewing the Sound/Spelling Cards

- Ask students to name letters that are vowels. Ask them how to use the *Sound/Spelling Cards* to tell which letters are vowels, making sure that all understand that the vowels are printed in red.
- Ask them why some of the vowel cards have yellow backgrounds and some of them have green backgrounds, making sure that they understand that vowels can have a long sound and a short sound.
- Ask the students the sound for each long vowel card. Point out that the long sound of each vowel is the same as its name.
- Direct the students' attention to the spellings at the bottom of the *Sound/Spelling Card 36 Long U*. Write the following words on the board and ask them to show you which spelling goes with each: *huge, cube, cute, cue, music, argue, human*.
- Repeat with *Sound/Spelling Card 33 Long A*, using the words: *cake, tape, made, shade, trade, whale*.
- Repeat with the *Sound/Spelling Card 35 Long O*, using the words *old, cold, roll, sold, fold*.
- Point out that there are several more spellings for each long vowel. Tell them that they will be reviewing a few more each day.
- Discuss with students that long vowels say their names and that there are multiple spellings for each long vowel

sound. Discuss the blanks in the long a spellings. When you hear the sound of long a at the end of a word, as in *day*, the spelling is *\_ay*. The *ai\_* spelling of long a cannot come at the end of a word.

#### Blending

**Focus:** long a spelled *\_ay, ai\_*; long e spelled *ee, ea*

Review the items under About the Words and Sentence for more information about the words on the word lines and the sentences that follow.

- Have students read the words in each line. If they have difficulty reading a word, use the whole-word blending strategy to help them sound out the word. Refer to *Routine 1* for the whole-word blending procedure. If students are having problems, you may want to return to sound-by-sound blending for maximum support. Refer to *Routine 11* for sound-by-sound blending.
- Have students apply their knowledge of basic syllabication rules when reading the words on Lines 1–5. Use the established procedure to break the words into syllables and then blend the syllables.
- After reading the last word of any line, ask the students to reread the whole line quickly, left to right.
- After completing all word lines, ask the students to read each column, top to bottom, as a quick review. For multisyllabic words, ask for the number of syllables before reading.
- Use the whole-word procedure to blend Sentences 1–2. Have students read each sentence, stopping to blend only those words that they cannot read automatically. Then have students reread the sentence with intonation and expression.

<b>Line 1:</b>	stay	clay	spray			
	Sunday	Saturday	yesterday			
<b>Line 2:</b>	tray	train	snail	chair	paint	mermaid
<b>Line 3:</b>	see	seed	sweet	wheelchair	freedom	chimpanzee
<b>Line 4:</b>	sea	seal	year	clear	speak	beast
<b>Line 5:</b>	playing	sleeping	raining	sailed	peeked	cleaned

**Sentence 1:** Let's eat the peach with cream.

**Sentence 2:** We need to weed and then plant the seeds.

**Sentence 3:** Jean will paint the chairs green.