# **Preparing to Read**

# **Firefighters**

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#### Informal Assessment

**BLENDING** Call on different students for each word, using the opportunity to discover any students who need extra help with blending. During Workshop, pair these students with students who have mastered this blending lesson for additional practice.



**Teacher Tip SCHWA** Because words have an o but the sound is pronounced /u/, as in *bacon*, you may want to add o to the *Tug Card*.

### **MEETING INDIVIDUAL NEEDS**

### Reteach

**PHONICS** Use *Reteach: Phonics Skills* pages 96–97 to reinforce understanding of the  $/\bar{a}/$  sound spelled *a* or *a\_e*.

#### Challenge

**PHONICS** Use **Challenge: Phonics Skills** page 53 for students who are ready for a challenge.

#### Intervention Tip

**SPELLING GAME** Provide a variety of consonant letter cards, several *a* and *e* cards, and a pocket chart. Begin the game by spelling a short a word, such as *tap*. Say the word and spell it. Under *tap*, spell *tape*. Say the word, spell it, and ask the students how *tap* and *tape* are alike and different. Do this with several words; then give the cards to the students and let them make words.

**Sentence 2:** Help the students blend the words *pan* and *cakes* separately. Then put the words together to make the word *pancakes*. Remind the students that this is called a compound word.

#### **Developing Oral Language**

To review the words, do the following activity.

**Sentence Extension** For each clue below, call on someone to underline the corresponding word in the wordlines and to use the word in a sentence. Ask another student to extend the sentence by asking questions such as *What?*, *When?*, *Where?*, and *Which?* 

- What month is the fourth month of the year? (April)
- What could you use to keep a group of papers together? *(staple)* What form of transportation has wings? *(plane)*
- When you don't follow directions, what emotion might your parents feel? *(mad)*

Which word is a mammal? (whale)

### **Phonics Skills**

Use **Phonics Skills** pages 96–97 for additional practice with the  $/\bar{a}$ / sound spelled *a* or *a\_e*. The directions for the Dictation portion of page 97 can be found on the next page.

	Name Date			
V	UNIT 4 Our Neighborhood at Work • Lesson 7 Firefighters Sounds and Spellings			
	a	ns: Copy the words a		
	a_e	Directions: Copy the words and the sentence in the spaces provided		
	Writing Words and Sentences	beces provided.		
	ape <u>ape</u>			
	cane cane			
	late late			
	Dale made a mask with paper and tape.			
	Dale made a mask			
	with paper and tape.			
	96 UNIT 4 • Lesson 7 Vowel Sounds and Spellings • Phonics Skills			

Name	Date
	Work • Lesson 7 Firefighters
Completing Sentence	S
I. Ted is a Man	man mane
1. Ted is a Marine 2. Pat fixed his model	D'ONE plan
3. A whale	swim.
Dictation	
ate	<u> </u>
rake	brake
Jake mo	nde a cake.
Phonics Skills • Decoding/Dictation	UNIT 4 • Lesson 7 97

#### Phonics Skills pp. 96-97

#### TI42 Unit 4 Lesson 7