

From Phonics to Reading

Wiley Blevins



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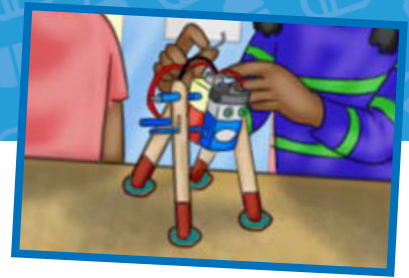
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Unit 3 Lesson 11 Decodable Text Lesson Plan

The Robot



Focus Phonics Skill Open Syllables

Decodable Words with Phonics Skill *began, final, focus, maker, moment, motor, music, paper, robot, table*

New High-Frequency and Story Words *don't, would, off, out, more*

BEFORE READING

Academic Vocabulary Word About the Text *assemble*

Define to put the parts of something together

Example The family follows the steps in order to *assemble* the tent.

Ask What types of materials could you use to *assemble* a tower?

English-Learner Supports Have children listen to and follow along with the text. Then do an echo read and discuss key ideas. Preteach the words *Maker Camp, focus, final, motor, jotted, and moment*.

DURING READING

Technique Have children whisper-read the text, then do an echo read.

AFTER READING

Comprehension Questions

1. What type of camp does Jade go to?
(*Maker Camp*) Find and read the sentence that tells you.
2. What does Jade's robot do?
Find the details that help you answer this question.
3. What does Jade do to *assemble* her robot?
Why do you think she needs to add a motor?
Use details from the text to support your answer.
4. How do you think Jade feels about her robot? Why?
5. Have you ever seen a robot? Where did you see it?
What did the robot do?

Writing Prompt Have children write a retelling of the text.

Fluency Plan On the following day, have partners reread the text. On the day after that, have children independently reread the text and make a list of all the words that begin with open syllables.

Directions: Read the text.

The Robot

Today was the last day of Maker Camp. Jade had to focus on work. It was time to make final changes and test her robot.

She pulled out the robot and sat down at a table. She took some parts off of the robot. Then she added a motor. She jotted notes on a pad of paper.

“Will it work?” a camper asked.

Jade hoped it would. But all she said was, “I don’t know. I will test it now.”

Jade tapped a button. The motor began to hum. The robot took a step. Jade pressed a button and music began to play. The robot took more steps. It stopped for a moment and then moved to the music. Jade grinned as the campers clapped for her.



Directions: Read “The Robot” again.
Then answer the questions.



1. What type of camp does Jade go to? Write the sentence from the text that tells you.

It was the last day of Maker Camp.

2. What did Jade's robot do when she tested it? Use details from the text to support your answer.

Jade's robot **Possible answer: took steps, played music, and then moved to the music**

3. What does Jade do to assemble her robot before testing it?

Possible answer: Jade removes some parts and adds a motor.

4. Think about something you had to assemble. What was it? What did you have to do to put the parts together?

Check child's work.

Write About It

Directions: Write a retelling of the text.

Encourage children to use words with open syllables from the text in their writing. Word bank: maker, motor, music, paper, robot, table.

Writing

Directions: Read the sentences on your own.
Then, read the sentences to a partner.

1. A famous poet came to our school today.
2. She told us that poems can take many different forms.
3. Some poems have a beat, like a piece of music.
4. Some poems have a set number of lines.
5. Can a poem tell a funny or silly story?
6. Yes! To show this, she read a poem called "The Little Bear Who Lived Upstairs."
7. She said we should all give this kind of writing a try.
8. I am really eager to get started!
9. I think I will call my poem "The Star Who Was Afraid of the Dark."
10. Do you think you would enjoy a poem with that title?

Progress Check

Check the box after each reading.

Read 1

Read 2

Read 3

Read 4

Read 5

How was my reading?

- ☐ Did I read each word correctly?
- ☐ Did I raise my voice at the end of a question?
- ☐ Did I read a sentence with an exclamation mark (!) with excitement?
- ☐ Did I read a sentence that ends with a period (.) the way I talk?
- ☐ Did I chunk longer sentences into smaller parts to read them better?

My partner's name is _____.

Directions: Practice reading the text on your own. Then read the text to a partner. Your partner will complete the Reading Record on page 78.

The Secrets of Seeds

People plant seeds for many reasons. Leafy veggies, fuzzy peaches, and pretty daisies all come from seeds.	8 17
But many plants and trees don't come from seeds that were planted by humans. Their seeds had sneaky ways of getting to a good spot. These are some of their secrets.	26 34 45 48
Small Animals Mice and other tiny animals eat lots of seeds. But sometimes they may drop a seed and leave it behind. The seed can become a new plant or tree.	57 67 77 79
Windy Days Some seeds are soft and fluffy. A strong wind can take them up, up, and away. Even a gentle breeze can bring them over to a new spot.	89 100 109
Running Water What if a seed lands in water after being swept off by the wind? A stream or creek can keep it going on its way.	119 129 136
Nature has many tricks up its sleeve. The next time you see a plant or tree, stop for a moment. Think about how it came to be there.	146 157 164

Reading Record and Partner Feedback

Title _____

Read 1 Date _____ Partner _____

Number of words read: _____

Number of errors: _____

Number of words correct: _____

Speed

- ☐ too slow
☐ just right
☐ too fast

Accuracy

- ☐ skipped words
☐ read every word
☐ self-corrected

Expression

- ☐ attended to end punctuation
☐ paused at commas
☐ read with feeling

Read 2 Date _____ Partner _____

Number of words read: _____

Number of errors: _____

Number of words correct: _____

Speed

- ☐ too slow
☐ just right
☐ too fast

Accuracy

- ☐ skipped words
☐ read every word
☐ self-corrected

Expression

- ☐ attended to end punctuation
☐ paused at commas
☐ read with feeling

Read 3 Date _____ Partner _____

Number of words read: _____

Number of errors: _____

Number of words correct: _____

Speed

- ☐ too slow
☐ just right
☐ too fast

Accuracy

- ☐ skipped words
☐ read every word
☐ self-corrected

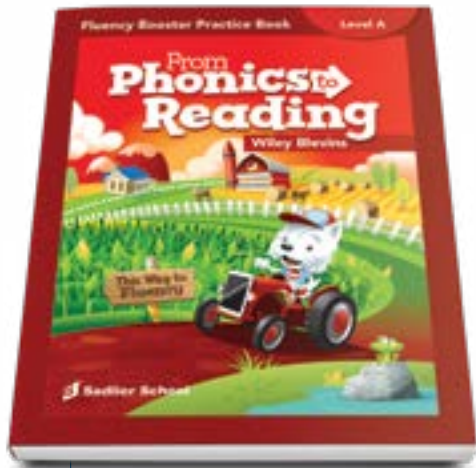
Expression

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