

Decoding B1—Lesson 26

By this lesson, the Word-Attack Skills and Group Reading exercises in each lesson have provided practice for the following skills:

- Identifying the short sounds for the vowels **a, e, i, o, u**
- Identifying two sounds for the vowels **o** and **e**
- Identifying the sounds of most common consonants
- Identifying the sounds of various letter combinations, including **ee, th, sh, or, ol, ing, ch, wh, er, oo, ea, oa**
- Identifying the sounds of letters and letter combinations in words and reading words containing them
- Reading common, phonically irregular words, such as **said, was, give, to, what**
- Reading silent-**E** words, such as **hope, time, ride**
- Reading words with endings, such as **hopped, fatter, mopping, poles, liking, broken, handed**
- Reading aloud stories that provide cumulative practice on all the word types introduced, including discriminating between minimally different words (**camp, clamp, champ, tamp**)
- Reading story segments aloud within a specified error limit for each segment
- Orally answering comprehension questions about the stories

The Workbook Exercises have provided practice on the following skills:

- Writing the letters and letter combinations for sounds the teacher dictates
- Matching words to word parts and then writing in the missing letters to complete the words
- Reading words with endings and doubled consonants (**hopped, fitting**) and writing the words without endings (**hop, fit**)
- Reading silent-**E** words with endings (**rider, saving**) and writing the words without endings (**ride, save**)
- Writing answers to questions about pictures related to the content of a story
- Writing answers to comprehension questions about a story
- Copying sentences based on the story

Daily oral reading checkouts have provided practice on reading aloud passages within specified error and rate criteria. Minimum reading rates began at 60 words per minute in Lesson 16 and increased to 70 words per minute by Lesson 26.

The Word-Attack Skills exercises for Lesson 26 provide practice on the following skills:

- Reading a short word list on the board that focuses on minimal changes in the words presented (Exercise 1)
- Identifying the sounds of letters or letter combinations in words and then reading the words (Exercise 2)
- Reading silent-**E** words (Exercise 3)
- Reading and spelling aloud new, phonically irregular words and then reading a mixed list of phonically regular and irregular words (Exercise 4)

The Group Reading activity provides practice on reading in context silent-**E** words, words with endings, words containing letter combinations, and phonically irregular words. Immediately after reading each part of the story within a specified error criterion, the students orally answer questions the teacher asks about that part.

Following the reading of the story, students work in pairs and orally read a passage from Lesson 26 within a specified error limit (no more than 2 errors) and a passage from Lesson 25 within specified error and rate criteria (no more than 3 errors, 70 words per minute). Students record points for Lesson 26 Individual Reading Checkouts in Box C-1 (first checkout points) and Box C-2 (second checkout points) of their Point Chart for Lesson 26. (See the sample Point Charts on pages 79 and 80.) Students also keep a record of their performance on the Individual Reading Checkout (second checkout, timed reading) on the Individual Reading Progress Chart at the back of the Workbook. (See the sample chart on page 143.)

The Workbook Exercises provide practice on the following skills:

- Writing the letters and letter combinations for sounds the teacher dictates (part 1)
- Reading words with endings and doubled consonants and writing the correctly spelled words without endings (part 2)
- Writing answers to comprehension questions about a story (part 3)
- Matching words to word parts and then writing in the missing letters to complete the words (part 4)
- Copying a sentence based on the story (part 5)

Correction Procedures

Board Work

To correct all word-identification errors during Board Work exercises, follow these steps:

- a. The word is _____.
- b. What word? (Signal.)
- c. Spell _____. (Signal for each letter.)
 - What word? (Signal.)
- d. (Go back to the first word and present the words in order.)

Word-Attack Skills in the Student Book

To correct word-identification errors:

- a. The word is _____.
- b. What word? (Signal.)
- c. Spell _____. (Signal for each letter.)
 - What word? (Signal.)
- d. Go back to the first word in the (row/column). ✓
 - What word? (Signal.)

Group Reading

To correct word-reading errors:

- a. (As soon as the student misidentifies a word, say:) The word is _____.
 - Touch _____. ✓
 - What word? (Signal.)
- b. Go back and read the sentence again.

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WORD-ATTACK SKILLS

Board Work

EXERCISE 1

INTERNAL VOWEL CONVERSIONS: ea, oa

1. (Print in a column on the board:)

rear
leaf
mean
ears

2. (Point to **rear**. Pause.) What word?
(Signal.) *Rear*.
- (Repeat for **leaf**, **mean**, **ears**.)
3. (Replace ea with oa in each word:)

roar
loaf
moan
oars

4. (Point to **roar**. Pause.) What word?
(Signal.) *Roar*.
- (Repeat for **loaf**, **moan**, **oars**.)
5. (Change the list to:)

rear
loaf
mean
ears

6. (Point to **rear**. Pause.) What word?
(Signal.) *Rear*.
- (Repeat for **loaf**, **mean**, **ears**.)
7. (Change to the original list:)

rear
leaf
mean
ears

- (Repeat steps 2–6 until firm.)

Individual test

(Repeat steps 1–6, calling on individual students to read all the words in the column.)

Student Book



EXERCISE 2

WORD READING WITH UNDERLINED PART

1. Open your Student Book to Lesson 26. ✓

1

ranch faster chopped
goats checked horses
bent slap leave heels
loafers swam swim jab

- Touch part 1. ✓
 - You're going to say the sound for the underlined part and then read the word.
2. First word. ✓
- What sound? (Signal.) *ch*.
 - What word? (Signal.) *Ranch*.
3. Next word. ✓
- What sound? (Signal.) *er*.
 - What word? (Signal.) *Faster*.
4. (Repeat step 3 for each remaining word.)
5. (Repeat steps 2–4 until firm.)

EXERCISE 3

WORD READING

1. Touch the first word in part 2. ✓

2

rode named rider safe
makes side tame time

2. What word? (Signal.) *Rode*.
3. Next word. ✓
- What word? (Signal.) *Named*.
4. (Repeat step 3 for each remaining word.)

EXERCISE 4

WORD READING

Task A Irregular words

1. Touch the first word in part 3. ✓

3

Emma anyone nobody good
because let's boss didn't
ready their Flop woman
women milked herself station
question biggest stayed Branch

2. That word is **Emma**. What word?
(Signal.) *Emma*.
 - Spell **Emma**. (Signal for each letter.)
E-M-M-A.
 - What word? (Signal.) *Emma*.
3. The next word is **anyone**. What word?
(Signal.) *Anyone*.
 - Spell **anyone**. (Signal for each letter.)
A-N-Y-O-N-E.
 - What word? (Signal.) *Anyone*.
4. The next word is **nobody**. What word?
(Signal.) *Nobody*.
 - Spell **nobody**. (Signal for each letter.)
N-O-B-O-D-Y.
 - What word? (Signal.) *Nobody*.
5. The next word is **good**. What word?
(Signal.) *Good*.
 - Spell **good**. (Signal for each letter.)
G-O-O-D.
 - What word? (Signal.) *Good*.

Task B

1. Go back to the first word. ✓
 - What word? (Signal.) *Emma*.
2. Next word. ✓
 - What word? (Signal.) *Anyone*.
3. (Repeat step 2 for each remaining word.)

EXERCISE 5

WORD-ATTACK SKILLS: Individual tests

1. (Call on individual students. Each student reads a row. Tally the rows read without error. If the group reads at least 9 rows without making errors, direct all students to record 4 points in Box A of their Point Chart. Criterion is 80 percent of rows read without error.)
2. (If the group did not read at least 9 rows without errors, do not award any points for the Word-Attack Skills exercises.)

GROUP READING

EXERCISE 6

STORY READING

1. Everybody, touch part 4. ✓
2. After you read each part without making more than 3 errors, I'll ask questions about that part.

4

The Rancher

3. (Call on a student to read the title.)
The Rancher.
 - What do you think this story is about? (Accept reasonable responses.)
4. (Use the following procedures for each part of the story.)
 - a. (Call on individual students. Each is to read one or two sentences. Praise students who read without making errors.)
 - b. (At the end of the part, tell the students the number of errors the group made and whether the group earned points for that part.)
 - c. (If the group made more than 3 errors, direct the group to reread the part.)
 - d. (After the group reads a part with no more than 3 errors, call on individual students to answer the comprehension questions for that part.)

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There was a big ranch in the West. The rancher who ran this ranch was named Emma Branch. She rode a horse well. She chopped fast, and she swam faster. The men and women who worked for Emma Branch liked her. They said, "She is the best in the West." On her ranch she had sheep, and she had cows. There were goats and horses. There was a lot of grass.

The rancher had a lot of women and men working for her. They worked with the sheep and the goats, and they milked the cows. Each worker had a horse. But the rancher's horse was the biggest and the best. It was a big, black horse named Flop.

[1]

First-part questions:

- a. What was the name of the rancher?
Emma Branch.
- b. Name some things she did well. (Ideas: *Rode a horse well, chopped fast, swam faster.*)
- c. What kind of animals did she have on her ranch? (Idea: *Sheep, cows, goats, horses.*)
- d. Who had the biggest horse? (Ideas: *The rancher; Emma Branch.*)
- e. What was its name? *Flop.*

Flop got its name because it reared up. When Flop reared up, any rider on it fell down and went "flop" in the grass. But Flop did not rear up when the rancher rode it. Emma Branch bent near Flop's ear and said, "Let's go, Flop." And they went. She did not have to slap the horse. She didn't have to jab her heels and yell at Flop. She just said, "Let's go," and they went like a shot.

Every day, she checked up on the workers to see what they were doing. She checked to see that they were working well and that they were not loafing.

[1]

Second-part questions:

- a. Why did Flop have the name Flop? (Idea: *When anyone tried to ride Flop, Flop reared up and the rider went "flop" in the grass.*)
- b. Did Flop give Emma a hard time? *No.*
- c. What did Emma do every day? (Idea: *Checked on the workers.*)

If a worker was loafing, Emma told the worker, "I will say this for the last time: 'Do not loaf on this ranch any more.'" If a worker was loafing the next time she checked, she said, "Go from my ranch. We do not need loafers here."

The women and men who worked on the ranch said, "When you hear Flop running, you had better be working. If you are not working, you had better get ready to leave this ranch."

But the workers that stayed at the ranch liked to work for Emma Branch. They said, "We like to have Emma on our side. We can see how mean Flop is, and he is very tame when Emma rides him. So it's good to have Emma on your side."

[2]

Third-part questions:

- a. What would Emma do if she found a worker loafing for the first time? (Idea: *Tell the worker not to loaf on the ranch anymore.*)
 - b. What would she do the next time? (Idea: *Tell the worker to leave the ranch.*)
 - c. Why did the workers think it was good to have Emma on their side? (Accept reasonable responses.)
5. (After the group has completed reading the story and answering the comprehension questions, tell the students the total number of points to record in Box B of their Point Chart. Maximum = 4 points.)

FLUENCY ASSESSMENT

EXERCISE 7

NEW READING CHECKOUTS

Note: The rate criterion for Lessons 26–30 is 70 words per minute.

1. (For this part of the lesson, assigned pairs of students work together during the checkouts.)
2. (Each student does two checkouts.)
 - (First checkout: Students can earn 3 points by making no more than 2 errors on the first part of story 26. Students record points in Box C-1 of their Point Chart.)
 - (Second checkout: 1-minute timed reading. Students can earn 3 points by reading at least **70 words** and making no more than 3 errors on the first part of story 25. Students record points in Box C-2 of their Point Chart.)
3. (During each checkout, observe at least two pairs of students. Make notes on mistakes. Give checkers feedback.)
4. (Direct all students to plot their reading rate—the number of words they read in 1 minute—on the Individual Reading Progress Chart at the end of their Workbook.)
 - (Next, direct students to circle the number of errors they made during the timed reading.)
5. (Record on the Fluency Assessment Summary form the timed reading checkout performance for each student you observed.)

WORKBOOK EXERCISES

Workbook: Teacher Directed



EXERCISE 8

WRITING LETTERS FOR SOUNDS

1. Open your Workbook to Lesson 26. ✓
 - Find part 1. ✓
 - You're going to write the letter or letters for each sound that I say.
2. First sound: er. What sound? (Signal.) er.
 - Write it.
3. Next sound: or. What sound? (Signal.) or.
 - Write it.
4. (Repeat step 3 for **iii, sss, fff, b, aaa, eee, ooo, p.**)

Individual test

(Call on a student.) Read the letters you wrote, starting with the first blank.

Lesson 26

Lesson 26

1 er or i s f
b a e o p

2 The words in the first column have endings.
Write the same words without endings in the second column.

patted slip
conning pat
slipper con

3 Write the answers to these questions:

1. What was the name of the rancher? Emma Branch
2. Name 2 things the rancher did well. (rode a horse well; chopped fast; swam faster)
3. Who had the biggest horse? (the rancher; Emma)
4. What was the name of the horse? Flop
5. What did the rancher do every day? (checked up on the workers)

4 Match the words and complete them.

slap bent
bent swim
leave slip
swim leave

5 Copy this sentence.
Each worker had a horse.
Each worker had a horse.

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Independent Student Work

1. Complete all the other parts of your Workbook lesson. If you make no more than 4 errors, you earn 6 points.
2. (After checking the Workbooks, direct students who made no more than 4 errors to record 6 points in Box D of their Point Chart.)

Point schedule for Lesson 26

Box	Lesson part	Points
A	Word Attack	0 or 4
B	Group Reading	0 to 4
C-1	1st Reading Checkout (not timed)	0 or 3
C-2	2nd Reading Checkout (timed)	0 or 3
D	Workbook	0 or 6
Bonus	(Teacher option)	—

END OF LESSON 26

EXERCISE 9

WRITING WORDS WITHOUT ENDINGS

1. Find part 2. ✓
 - The words in the first column have endings.
2. First word. ✓
 - What word? (Signal.) *Patted.*
3. Next word. ✓
 - What word? (Signal.) *Conning.*
4. (Repeat step 3 for **slipper**.)
5. Later, you're going to write the same words without endings in the second column.

1 ranch faster chopped
goats checked horses
bent slap leave heels
loafers swam swim jab

2 rode named rider safe
makes side tame time

3 Emma anyone nobody good
because let's boss didn't
ready their Flop woman
women milked herself station
question biggest stayed Branch

4 **The Rancher**

There was a big ranch in the West. The rancher who ran this 13
ranch was named Emma Branch. She rode a horse well. She 24
chopped fast, and she swam faster. The men and women who 35
worked for Emma Branch liked her. They said, "She is the best 47
in the West." On her ranch she had sheep, and she had cows. 60
There were goats and horses. There was a lot of of grass. 71

The rancher had a lot of women and men working for her. 83
They worked with the sheep and the goats, and they milked the 95

cows. Each worker had a horse. But the rancher's horse was the biggest and the best. It was a big, black horse named Flop.

[1]

Flop got its name because it reared up. When Flop reared up, any rider on it fell down and went "flop" in the grass. But Flop did not rear up when the rancher rode it. Emma Branch bent near Flop's ear and said, "Let's go, Flop." And they went. She did not have to slap the horse. She didn't have to jab her heels and yell at Flop. She just said, "Let's go," and they went like a shot.

Every day, she checked up on the workers to see what they were doing. She checked to see that they were working well and that they were not loafing.

[1]

If a worker was loafing, Emma told the worker, "I will say this for the last time: 'Do not loaf on this ranch any more.'" If a worker was loafing the next time she checked, she said, "Go from my ranch. We do not need loafers here."

The women and men who worked on the ranch said, "When you hear Flop running, you had better be working. If you are not working, you had better get ready to leave this ranch."

But the workers that stayed at the ranch liked to work for Emma Branch. They said, "We like to have Emma on our side. We can see how mean Flop is, and he is very tame when Emma rides him. So it's good to have Emma on your side."

[2]

Lesson 26

1

2

The words in the first column have endings.
Write the same words without endings in the second column.

patted	•	•
conning	•	•
slipper	•	•

3

Write the answers to these questions:

1. What was the name of the rancher? _____
2. Name 2 things the rancher did well. _____

3. Who had the biggest horse? _____
4. What was the name of the horse? _____
5. What did the rancher do every day?

4

Match the words and complete them.

slap	•	•	be
bent	•	•	sw
leave	•	•	ap
swim	•	•	ve

5

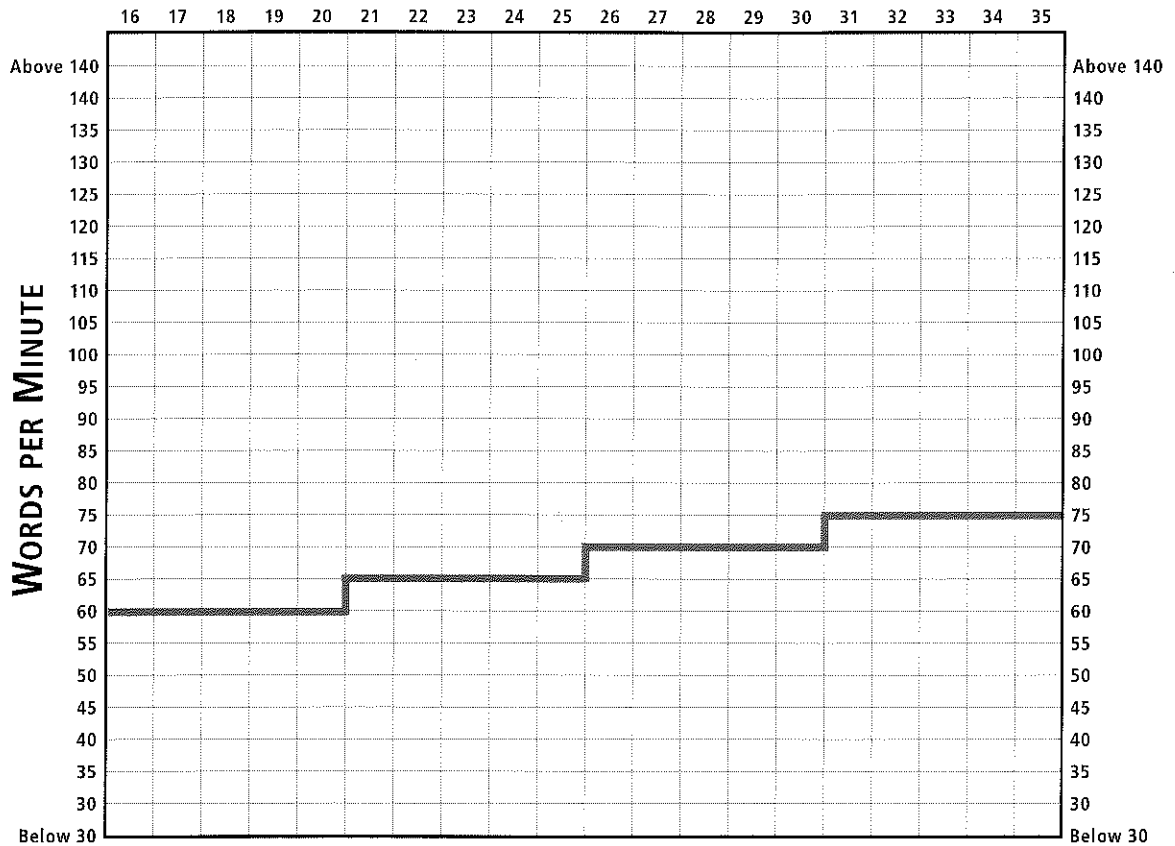
Copy this sentence.

Each worker had a horse.

Individual Reading Progress Chart

Decoding B1: LESSONS 16-35

LESSON NUMBER



Errors	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6

Decoding B1 Fluency Assessment Summary

Teacher-Observed One-Minute Timed Individual Checkouts

Teacher:

<i>Lesson range:</i>		16–20		21–25		26–30		31–35	
Student name:	<i>Criteria:</i>	words	errors	words	errors	words	errors	words	errors
		60	3	65	3	70	3	75	3
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									
20.									
21.									
22.									
23.									
24.									
25.									
Total not at criteria:									
Percent not at criteria:									