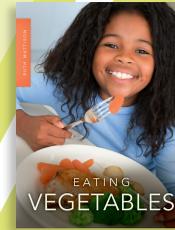


WEEK 2

EATING VEGETABLES



Author: Ruth Mattison

Downloadable Resources

- “Speedy Sweepers” Super Story
- Sight Words Matching Cards
- Sight Words Tic-Tac-Toe Board

DAY 1

COMPREHENSION FOCUS:

Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Nonfiction)



STEP 1

Warm-Up

- To open the day’s lesson, read a familiar nursery rhyme, song, poem, or chant.



STEP 2

Shared Reading

INTRODUCE THE NEW BOOK

Introduce the book by reading the title: *Eating Vegetables*. Read the author’s name. Invite students to make predictions based on the title and cover photo.

- *Has someone ever said to you, “Eat your vegetables?” Do you know why we need to eat vegetables (vegetables are good for our bodies, they help us stay healthy)? This book will show us pictures of different vegetables and teach us important facts about eating vegetables.*
- Read the Table of Contents.
- Explain unfamiliar concepts, such as *nutrients* (page 10) and *diseases* (page 12).

READ

Echo Read: pages 2, 4, 5, 6, and 7

- **Page 6:** *When we read nonfiction, it is helpful to pay attention to what the book is mainly about. Then as you read, stop and think about the details. We know this book is about eating vegetables, but what is the detail about vegetables from this page (you can know the difference between a fruit and a vegetable by looking at the seeds; if you see seeds, it is a fruit)?*
- **Page 6:** *Let’s find the word what. Run your pointer under the word what.*

Cloze Read: pages 8, 9, 10, 11, and 12

- **Page 12:** *Turn and talk with your partner about a detail you learned about eating vegetables from this page (eating vegetables helps you stay healthy).*

Choral Read: pages 14, 15, 16, and 18

- **Pages 14-16:** *What detail did you learn about eating vegetables from these pages (you can eat vegetables in different ways)?*

DISCUSS

- *What are the different ways you can eat vegetables (raw, cooked, in dessert)? Turn and tell your partner how you like to eat your vegetables. What is your favorite vegetable?*
- *Why did the author write this book (to tell us how important it is to eat fruits and vegetables)?*

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TEACH (Word Solving)

Turn to page 14.

- Point to the word *raw* but don't say it aloud. *We just learned the word **saw**. We can use the word **saw** to figure out this word.*
- Write *saw* and *raw* on the board. *What letters are the same (aw)? Let's read these two words.*
- Write the word *paw*. *If we know **saw**, we can read this word too. What is this word?*
- *When you come to a word you don't know, see if it looks like a word you do know and use that known word to help you.*



STEP 3 → RHYMING: Recognizing Rhymes

Phonological
Awareness
Activity

Model: *I am going to say a word. Then I will say two more words. One of those words will rhyme with the first word and one will not. Listen to the words and choose the word that does not rhyme.*

- Say a word: *deep*.
- Have students repeat the word.
- Say two more words: *peep, down*.
- *Which word doesn't rhyme with deep?*
- Have students name the two rhyming words: *deep, peep*.

Guided Practice: *week: cheek, chick*
small: stall, still
sweep: steep, stoop
green: greet, screen



STEP 4 → MAKING WORDS: Vowel Pattern ee

Word Study/
Phonics
Activity

Have students stand at the front of the classroom, holding the following Shared Reading Letter Cards: *b, c, d, e, h, n, p, r, s*, and add an extra *e*.

- *Make the word **see**.*
- Say a word with a new initial or final part: *seed*. *What letter(s) need to change to make the new word?*
- Have students make these words: *speed, speech, breech, breed, and need*.

DAY 2

COMPREHENSION FOCUS:

Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Nonfiction)



STEP 1 → To open the day's lesson, read a familiar nursery rhyme, song, poem, or chant.
Warm-Up



STEP 2 → **TEACH THE NEW SIGHT WORD: *what***
Interactive Writing and Cut-Up Sentence

? What's Missing? AR HE Mix and Fix

DICTATED SENTENCES: *What do green beans have inside them? Seeds!*

- Say one sentence at a time. Then have students repeat each sentence with you as you draw a line for each word on the chart paper.
- Share the marker with students and have them help write any consonant and short vowel sounds and familiar sight words.
- Use letter boxes for *green* and *seeds*.

LETTER FORMATION: *b*

CUT-UP SENTENCES: Write the completed sentences on a sentence strip. Cut and remake the sentences.



STEP 3 → **BLENDING: Phonemes**

Phonological Awareness Activity

Model: *I am going to say the sounds in a word. We are going to put the sounds together to make the word.*

- Use the Sally the Cow Puppet to say the sounds in the word: n-ē-d.
- Have students repeat the sounds.
- *Put the sounds together to make the word: need.*

Guided Practice: t-r-ē, *tree*

g-r-ē-n, *green*

b-ē-p-ing, *beeping*

s-k-r-ē-ch, *screech*



STEP 4 → **BREAKING BIG WORDS: Vowel Pattern ee**

Word Study/Phonics Activity

Have students hold the following Shared Reading Letter Cards: e, g, i, l, m, n, s, t, and add an extra e.

- On the board, write the word: *meeting*. Do not say the word aloud.
- Have students make the word: *meeting*.
- Have students step apart to break off the ending, then at the vowel: *m-eet-ing*. Hold your hand above students' heads as they read the three parts.
- Have students step back together and read the word: *meeting*.
- Repeat the procedure with the word: *sleeting*.
- On the board, write the word: *fleeting*. Have students read it aloud.
- *Now let's read all three words together.*

DAY 3

COMPREHENSION FOCUS:

Developing Vocabulary: Use Strategies to Explain New Words



STEP 1 → To open the day's lesson, read a familiar nursery rhyme, song, poem, or chant.

Warm-Up



STEP 2 → **REREAD**

Shared Reading

Reread *Eating Vegetables*. As you read, point to each word. Keep your pace natural but slow enough for all readers to follow along. As you read the book together, **cloze read** by dropping your voice on the last word in each sentence so students can read without your support.

- **Page 8:** *We read that radishes are vegetables because they don't have seeds. If you don't know what a radish is, you can use the picture. Describe what a radish looks like to your partner. Start by saying, A radish is ____.*
- **Page 10:** *The word nutrients is in bold print. If you don't know what nutrients are, you can learn more by reading the glossary. Read the definition in the glossary on page 20 and explain that vegetables have nutrients that keep us healthy. Work with your partner to use the word nutrients in a sentence. You might start by saying, Nutrients are the good things in food that help us ____.*
- **Page 14:** *Can you find the bold word on this page? What can we do to learn more about the word raw? What can we do when we see a bold word (read the glossary definition)? Do you like to eat raw or cooked vegetables? Tell your partner which vegetables you like to eat.*
- Find the word *people* on a few pages. Run your pointer under the word *people*.

DISCUSS

- Turn to the glossary. *Let's review the words in the glossary.* Discuss each word and use it in a sentence.
- *Choose one of the words in the glossary and tell your partner a sentence about it.* Invite some students to share their sentences.
- *What would happen if you didn't eat your vegetables?*

TEACH (Word Solving)

Turn to page 16.

- Point to the word *yummy* but don't say it. *Let's break this word apart. First, let's cover the ending. The letter y is the ending and it says /ē/, like in the word baby or happy.* Make a connection to any student names that end in *y*.
- *Now let's break the word before the vowel (y-um). Say the three parts with me: /y/ /um/ /ē/. What's the word?*
- *When you see a big word that has an ending, cover the ending and break the word before the vowel. Then read each part.*

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STEP 3 → SEGMENTING: Stretching to Segment Phonemes

Phonological
Awareness
Activity

Model: *I am going to say a word. We are going to break the word apart by listening for all the sounds.*

- Say a word: *seen*.
- Have students repeat the word.
- Say the word again, stretching the sounds as you tap your head, shoulders, and knees.
- Say the word again, isolating the sounds as you repeat the hand motions: *s-ē-n*.

Guided Practice: *jeep, j-ē-p, jeep*
cheek, ch-ē-k, cheek
screen, s-k-r-ē-n, screen
sweeping, s-w-ē-p-ing, sweeping



STEP 4 → ANALOGY CHARTS: Vowel Patterns ay and ee

Word Study/
Phonics
Activity

Distribute Word Study Cards and dry-erase markers.

- Dictate two key words and have students write one key word in each column at the top of their chart: *day* and *see*.
- Have students underline the pattern in each word: *day* and *see*.
- Dictate the words listed below one at a time. Have students listen to each word and find the key word that has the same vowel sound. Then have students record the new word in the correct column and underline the vowel pattern: *tree, gray, played, sheep, sweep, swaying, speeding, spraying*.
- Have students read the words in each column.

DAY 4

COMPREHENSION FOCUS:

Developing Vocabulary: Use Strategies to Explain New Words



STEP 1 → To open the day's lesson, read a familiar nursery rhyme, song, poem, or chant.
Warm-Up



STEP 2 → **RETEACH THE NEW SIGHT WORD: what**

Interactive Writing and Cut-Up Sentence



Rug Writing



Write and Retrieve

DICTATED SENTENCES: *What should you eat to keep healthy? Three vegetables a day.*

- Say one sentence at a time. Then have students repeat each sentence with you as you draw a line for each word on the chart paper.
- Share the marker with students and have them help write any consonant and short vowel sounds and familiar sight words.
- Use letter boxes for *keep*, *healthy*, and *three*.

LETTER FORMATION: *d*

CUT-UP SENTENCES: Write the completed sentences on a sentence strip. Cut and remake the sentences.



STEP 3 → **SUBSTITUTING: Rime**

Phonological Awareness Activity

Model: *I am going to say a word. We are going to make a new word by changing part of that word.*

- Put your hands together as you say the word: *west*.
- Have students repeat the word.
- Pull away your left hand and say the part you are changing: *est*.
- Make a fist with your left hand and say the new part: *eed*.
- Put your hands together again as you say the new word: *weed*.

Guided Practice: *slug*, change *ug* to *eep*, *sleep*
spat, change *at* to *eed*, *speed*
sway, change *ay* to *eet*, *sweet*
crib, change *ib* to *eek*, *creek*



STEP 4 → **DECODING WORDS IN CONTROLLED TEXT: Vowel Pattern ee**

Word Study/Phonics Activity

“Speedy Sweepers” Super Story

- Display the story and point to each word as you model decoding strategies for the first few words. Then have students finish reading the sentences.
- Practice reading the sight word: *what*.
- Have students read the sentences again fluently.

DAY 5



STEP 1 → To open the day's lesson, read a familiar nursery rhyme, song, poem, or chant.
Warm-Up



STEP 2 → Select one or two shared reading books from previous lessons to reread together.
Reread Books



STEP 3 → **ASSESSMENT: Sight Word Review**

Assessments Dictate three or four of the following sight words and have students write them on a piece of paper: *what, saw, right, there, were, good, after, when, was, one, now, out, this, some, then, have, with, where, will, down, they, went, and, come, said, here, look.*

ASSESS PHONICS FOCUS: Vowel Pattern ee

Have students fold their paper in half and then in half again to create four squares. Dictate the following words for students to write in each square: *beeped, sheet, three, and screen.*

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Follow-Up Activity

→ Draw a line down the middle of your paper. Label one side Fruits-Seeds and the other side Vegetables-No Seeds. Draw and label fruits on one side and vegetables on the other side. Then write and complete the following sentences: My favorite fruits and vegetables are _____. Fruits and vegetables I do not like are _____.

Tips for ELL

→ To support the discussion part of the main idea and details comprehension focus, refer to pages 8-9 and 14-15 to assist students in responding to the discussion questions. Provide the following oral language sentence stems: *You can tell a fruit from a vegetable because _____.* *Some ways you can eat vegetables are _____.* Providing sentence stems supports English language learners in developing cognitive academic language.

Literacy Center or Independent Practice

- Have students play the Sight Words Memory Game. Place two copies of previously taught Sight Words Matching Cards facedown in the center and mix them up. Have students take turns picking two cards and reading both words to see if they match.
- Have students play Sight Words Tic-Tac-Toe. This sight words game is similar to traditional tic-tac-toe, but instead of each player using an X or O, each player chooses a sight word to play with. Print out the Sight Words Tic-Tac-Toe Board and decide who goes first. Have each player choose a sight word from the Sight Words Matching Cards and write it in their box at the top of the board. As you begin to play, be sure each player reads the sight word after they write it in their chosen tic-tac-toe box. The first person to get three words in a row wins.
- Have students write one sentence, using as many sight words as they can in that sentence, and ensure that it makes sense. Provide students with a bank of previously taught sight words to use.
- Place the cut-up sentences in a pocket chart. Read it. Mix it. Fix it. Check it.
- Place individual copies of *Eating Vegetables* in a shared reading basket for independent practice.
- Have students read the “Speedy Sweepers” Super Story to a buddy.
- Have students share their Fruits and Vegetables charts with a partner.