



**3**<sup>RD</sup>  
**GRADE**  

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**VOLUME 3.1**

# **Book Club Teacher's Guide**

*Backyard Animals*  
*Nocturnal Creatures*  
*Forest Animals*

For pairing with  
*C. I. A. Unit of Study—Fantasy, Poppy 3.1*

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# Table of Contents

Welcome to the CIA Book Club Teacher’s Guide 3.1 .....	5
The CIA Approach to Book Clubs.....	5
The Read Aloud Block.....	5
The Book Club Block.....	5
Text Selection and Timing.....	6
Set Up for Success .....	7
Establish Partnerships.....	7
Assessment .....	7
Gather Book Club Materials .....	8
Foundational Skill Review .....	9
Phonics .....	9
Fluency .....	11
Comprehension.....	12
Enjoy Success .....	13
<i>Backyard Animals</i> .....	16
Day 1: Closed Syllables .....	16
Day 2: Blurb & Introduction .....	27
Day 3: R-Controlled Syllables .....	32
Day 4: Quadrant 1 .....	43
Day 5: Open and Super-E Syllables.....	49
Day 6: Quadrant 2.....	60
Day 7: Vowel Pair Syllables.....	66
Day 8: Quadrant 3.....	78
Day 9: Consonant +le Syllables .....	84
Day 10: Quadrant 4.....	92
Day 11: Evaluation.....	99
<i>Nocturnal Creatures</i> .....	104
Day 12: Suffix -ing.....	104
Day 13: Blurb & Introduction .....	110
Day 14: Suffix -ing.....	115
Day 15: Quadrant 1 .....	126
Day 16: Suffixes -ed.....	132
Day 17: Quadrant 2.....	142
Day 18: Suffixes -ed.....	148
Day 19: Quadrant 3.....	156
Day 20: Quadrant 4.....	162
Day 21: Evaluation.....	168

<i>Forest Animals</i> .....	173
Day 22: Suffix -ful.....	173
Day 23: Blurb and Introduction.....	181
Day 24: Quadrant 1.....	186
Day 25: Suffix -ly.....	195
Day 26: Quadrant 2.....	200
Day 27: Suffix -ion.....	207
Day 28: Quadrant 3.....	215
Day 29: Quadrant 4.....	221
Day 30: Evaluation.....	228
Appendix.....	233
Sound Cards Chants & Motions.....	234
Guidelines for Syllabication.....	239
San Diego Quick Assessment (Screenener).....	240
Percentile Rank Sorting Sheet.....	242
Conference Script (Informational).....	243
Outside Text Recommendations.....	245
Dots & Boxes Games.....	246
References.....	249

## Welcome to the C. I. A. Book Club Teacher’s Guide 3.1

It is with great excitement that I bring you the book club guide to be paired with C. I. A. Unit of Study—Fantasy, *Poppy*, 3.1! This unit is a warm-up unit for third graders; it provides daily lessons and assignments to review the foundational skills of phonics, fluency, vocabulary and reading comprehension. This unit will prepare students for book club unit 3.2, when all students will be matched to a leveled chapter book!

I have selected three nonfiction texts that match the subject of the paired read-aloud, *Poppy*. The books are *Backyard Animals*, *Nocturnal Creatures*, and *Forest Animals* and are sticker books published by Dover. Students will read about the animals highlighted throughout the *Poppy* series. All students will read all three titles. Each student will need one copy of each of the three books. These books will be a consumable; students will write in the books and attach the stickers. Students will take them home for at-home reading at the conclusion of the unit.

Nonfiction reading provides a wonderful opportunity for students to encounter multi-syllabic words and new and interesting vocabulary. The complex sentence structure common in nonfiction reading will provide challenge for even your highest readers. What fun it will be for your students to learn more about the animals introduced in the *Poppy* series and explore further reading about these fascinating creatures!

This book club unit is unlike the other book clubs in the program. You will want to read through the rest of this introduction carefully, as it provides information you will find critical to your success!

## The C. I. A. Approach to Book Clubs

Each C. I. A. unit of study has been written with the foundational belief that all students should be exposed to rich, complex literature through instructional read-aloud. During the read-aloud, teachers set the upper limits for students’ reading comprehension. The read-aloud provides students with a model for how to apply known strategies and skills in increasingly more demanding text. In addition, it builds students’ background knowledge, thereby increasing their success in texts of the same genre and/or topic.

### *The Read-Aloud Block*

When creating your literacy block schedule, teacher modeling through read-aloud is the first structure you will want to build into your day. During the read-aloud block, you will be conducting a C. I. A. unit of study—in this case, *Poppy* 3.1. Set aside 45 minutes for the read-aloud block, giving 10 minutes to vocabulary instruction and 35 minutes to the read-aloud lesson.

#### **Read-Aloud Block – 45 Minutes**

10 minutes of vocabulary instruction

35 minutes of read-aloud

Materials: C. I. A. Unit of Study—Fantasy, *Poppy* 3.1

### *The Book Club Block*

While providing grade-level instruction for all students within the structure of a read-aloud is critical, it will not allow students the opportunity to practice strategies in their own readable texts, at their own instructional levels. Therefore, teachers must also provide differentiated instruction in the book club block.

I like to use the term “book club” to describe the small group setting appropriate for fluent and proficient readers. The term simply refers to a group of students reading the same book, who meet to discuss the book several times throughout the experience. Unlike guided reading, when students receive all their instruction and leveled reading practice with the teacher at the kidney table, book clubs require students to be independent.

This warm-up unit will be a tool to assist the transition from guided reading to book clubs. Students will review foundational skills as they read short nonfiction texts. Students will participate in whole-class lessons, engage in guided practice with their peers and the teacher, practice independently and with a teacher-selected partner.

Set aside 45 minutes for the book club block. In this unit only, days will alternate between the following instructional focuses: 1. word-work and vocabulary 2. fluency and comprehension. See the schedule below:

### **Book Club Block – 45 Minutes**

<i>Word-Work &amp; Vocabulary Days</i>	<i>Fluency &amp; Comprehension Days</i>
15 minutes teaching a whole-class lesson.	15 minutes teaching a whole-class lesson.
30 minutes of partnered gameplay.	20 minutes of partner reading.
	10 minutes of whole-class discussion and word work.

### ***Text Selection and Timing***

For this book club unit, teachers are encouraged to start their read-aloud and book club on the same day so that students are reading about backyard, nocturnal, and forest animals while they are reading the book *Poppy*. (In all other book club units, I recommend staggering the start of your read-aloud and book club, waiting until students have finished quadrant one of the read-aloud before starting the book club.)

Use the following pacing guide:

<b>3.1 Read-Aloud, <i>Poppy</i></b>	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6
<b>3.1 Book Club</b>	<i>Backyard Animals</i>		<i>Nocturnal Creatures</i>		<i>Forest Animals</i>	

# Set Up for Success

## *Establish Partnerships*

During this warm-up unit, students will be working in partnerships rather than in groups. To prepare for this unit, assign each student a partner. One partner should be the higher of the two partners and will take the lead. Pair below and on-grade level readers together, and on and above-grade level readers together. Partners will work together for the duration of the unit. Create a poster showing the student partnerships. List the higher partner in red, and the lower partner in blue. (If it makes it easier, during this unit, you may use the same partners for read-aloud and books clubs.)

## **Assessment**

To determine partnerships, use the San Diego Quick Assessment or the data from your spring standardized assessment.

## *San Diego Quick*

This test measures the recognition of words out of context using word lists from pre-primer to eleventh grade. For third grade students, begin with the third-grade word list and use it as a screener (see appendix).

This assessment should be delivered one-on-one, in a quiet room or hallway. The assessment will take 2-5 minutes per student when administered as a screener. Follow these directions for administering the assessment:

- Provide the third-grade word list and ask the student to read the words.
- Wait 5-seconds before moving to the next word.
- Mark words read correctly with a check.
- All other words are considered miscues.
- Mispronunciations can be written next to the word.
- Words skipped can be crossed out.

Use the following chart to determine whether the student is below, on, or above-grade level:

<b>More than 2 errors.</b>	<b>Exactly 2 errors.</b>	<b>Less than 2 errors.</b>
Below grade-level.	On grade-level.	Above grade level.

At the end of this unit, consider retesting your students who are below and on-grade level to determine whether the skills acquired have led to growth.

The San Diego Quick Assessment is in the public domain. If you would like to test to the student's instructional reading level using the other word lists, you can download the full assessment at [readsidebyside.com/assessment](http://readsidebyside.com/assessment).

## *Standardized Assessment*

If your school uses a nationally normed assessment, such as the *MAP Reading Growth Test* (NWEA), *iReady* (Curriculum Associates), and *Star Assessment* (Renaissance Learning), you can use the *spring*

data to determine your 3.1 book club partnerships. Use the percentile report to determine reading levels, following these suggestions:

<b>Below the 30<sup>th</sup> percentile.</b>	<b>30<sup>th</sup> – 74<sup>th</sup> percentile.</b>	<b>75<sup>th</sup> percentile or higher.</b>
Below grade-level.	On grade-level.	Above grade level.

Plan to schedule your *fall* assessments between this book club and the start of the 3.2 book club. Use the same suggestions above for placing students in the below, on, or above-grade level texts (see appendix).

### ***Ongoing Assessments***

Evidence of student learning collected during the book club block is powerful because it is evidence of the transfer of strategies and skills into independent reading. You will be able to gather evidence of student learning by observing students during work-times, listening to students read and discuss texts, conferring with partnerships, and checking student work.

Observing students and taking anecdotal notes will offer evidence of student’s reading skill, comprehension, and growing confidence as readers. Make it a daily practice to observe and listen to your students during the reading activities provided in this unit. Student’s participation should increase as students gain confidence and skill.

Meeting with students in their partnerships allows the teacher to take a more direct role as teacher and coach. It is also an opportunity to listen to students read and record anecdotal notes regarding a student’s level of skill. Some students, especially those that are newly fluent, will need extra support from the teacher. Conferencing provides that necessary support. A conference script for informational texts is provided (see appendix).

The book report provides a trail of evidence of student learning. Collect and grade student’s book reports at the end of each book. Rubrics and checklists for grading student work can be found at [readsidebyside.com/assessment](http://readsidebyside.com/assessment).

The *Assessment and Intervention Guide for the Read Side by Side Reading Program* (Dewitz & Collinge, 2020) will provide more detailed instructions on formative and summative assessments, as well as strategies for scaffolding and intervention.

### ***Gather Book Club Materials***

Each student will need his or her own copy of each of the three book club texts as well as three nonfiction book reports for taking notes as they read. These are consumable items you can purchase from [shop.readsidebyside.com](http://shop.readsidebyside.com).

### **Book Club Texts**

The lessons in this teacher’s guide give reference to the following publications:

- The 1999 paperback edition of *Learning About Backyard Animals*, written by Sy Barlowe and published by Dover.
- The 2020 paperback edition of *Learning About Nocturnal Creatures*, written by Sy Barlowe and published by Dover.
- The 1998 paperback edition of *Learning About Forest Animals*, written by Jan Sovak and published by Dover.



## Nonfiction Book Report

The nonfiction book report is where students will record notes as they read. This notebook has been designed for use at all grade levels and to be used with a variety of informational nonfiction texts; it is a simplified version of the book club notebook that is used in the other book club units. A narrative version of the book report is also available at [shop.readsidebyside.com](http://shop.readsidebyside.com).

## Other Materials Needed

- Wall sound cards (41),
- Pocket size sound cards (41),
- Word cards for building a word store (36),
- Game Boards and Cards (1 per partnership).

A few items will need to be purchased by the classroom teacher, and these include:

- Pocket chart to be used as a word store,
- Small white boards (1 per student),
- Dry erase marker & eraser (1 per student); and
- Checkers/markers (1 set per partnership).

## Foundational Skills Review

The *Read Side by Side Reading Program* is designed specifically for grades 3-6. Your third-grade students will be transitioning from another reading program in grades K-2. (We recommend *The Superkids Reading Program* published by Zaner-Bloser Inc.). Now, curriculum shifts from *learning to read*, to *reading to learn*. Students will draw-upon the foundational work of explicit and systematic phonemic awareness, phonics, vocabulary, and fluency instruction provided in the primary grades.

Lessons in this unit will review foundational skills and *warm-up* students so they are ready to engage in the work of chapter book reading. Lessons will review phonics, fluency, vocabulary, and comprehension skill.

## Phonics

It is assumed that most third-grade students have already developed phonics skills and can now apply these skills appropriately in the reading process. This unit will focus on reviewing phonics skills and will draw on several methods:

**Synthetic phonics:** sound cards will be used to teach students to match sounds to letters.

- Short vowels,
- Long vowels,
- R-Controlled vowels,
- Vowel pairs,
- Digraphs; and
- Consonants.

A large set of sound cards is provided to hang on the wall, and a pocket-sized set of sound cards is provided for working with students in small groups. Each sound card is accompanied by a chant and motion to help students recall each sound quickly and readily (see appendix). Not all the 41 sound cards are introduced in the unit; teachers may want to introduce all the sound cards prior to starting the unit.

**Analytical phonics:** students will be taught to analyze letter sound relationships and patterns. Students will learn to read multi-syllabic words by breaking words into syllables. They will learn the 6 syllable types:

1. Open,
2. R-controlled,
3. Closed,
4. Super-e,
5. Vowel pair; and
6. Consonant +le.

Students will learn to read multi-syllabic words with suffixes. They will learn to read five common suffix patterns:

1. -ing,
2. -ed,
3. -ful,
4. -ly; and
5. -tion.

Students will practice chaining multi-syllabic words and breaking multi-syllabic words into syllables on individual white boards. As students are taught to break multi-syllabic words into syllables, the following guidelines will be used:

1. Look for prefixes and suffixes.
  - Circle the prefix.
  - Box the suffix.
2. Find the vowel sounds. Each syllable must have a vowel sound.
  - Mark each vowel sound with a dot.
3. Draw a vertical line between the syllables.
  - Divide between double consonants (*rab-bit*).
  - Divide between two consonants, unless the two consonants represent one sound (*chip-munk*).
  - If the word has a VCV pattern (*tiger*) the consonant usually belongs with the second syllable (*ti-ger*).
4. Identify a key word from the word store or from your head that compares to each syllable (*her* compares to *ger*).
5. Pronounce the word.
  - Remember to be flexible!
  - If the word doesn't sound right, try different vowel sounds.

Two-person games will be used throughout the unit to reinforce phonics skills. These games can be reused throughout the year to review and reinforce skills.

Games include: *Sequence*, *Go Fish*, and *Dots and Boxes*.

**Decoding by analogy:** students will be taught to read parts of words using words they have already learned. Word cards will be used to build a word store and this word store will be referenced by students throughout the unit.



*Word cards are used to build a word store of known words.*

**Embedded phonics:** students will be taught to use decoding strategies to read words during authentic reading experiences. Students will be taught to:

- work with a partner to decode words.
- circle unknown words while reading,
- share unknown words with the class; and
- work together with the teacher to practice decoding skills to read and problem-solve unknown words.

## Fluency

### *Phrase-cued Reading*

Fluent readers organize text into meaningful units and as a result they read with a natural rhythm and expression! Organizing the text into meaningful units can be a challenge as texts increase in complexity. The complex sentence structures found at higher Lexile levels, and especially in nonfiction, will challenge even a fluent reader. Explicitly teaching students how to group words together using a method called phrase-cued reading will significantly impact student's fluency and thereby their comprehension.

In this unit, students will learn to mark their books with phrase marks and will practice phrase-cued reading with a partner. They will learn simple methods for breaking the text into meaningful units:

- Good readers take a full pause at ending punctuation (!?). Mark ending punctuation with //.
- Good readers take a partial pause at internal punctuation (, ; : —). Mark internal punctuation with /.

- Good readers take a partial pause before the word *and* when it is found in the middle of a sentence.
- Good readers self-correct pausal intrusions, inappropriate pauses that interfere with comprehension.



### Skunk

The conspicuous coloring of the skunk sends a strong warning to other animals to stay away.//When danger threatens, it releases a foul-smelling spray that travels up to 15 feet.//Mostly nocturnal, the skunk feeds on insects, small rodents, and vegetation.//Blind and helpless at birth, a skunk is fully independent in about 6 months.//

10

*Sample of a text marked with phrase marks.*

### ***Dyad Reading***

Partner reading will be practiced throughout the unit using a method called Dyad Reading (also known as the neurological impress method). This method is built around a stronger and weaker reader working together to read the text aloud. The stronger reader points to the words and takes the lead. The accuracy and fluency of the skilled reader is impressed upon the weaker reader.

To prepare for dyad reading, make sure students have an assigned partner and partnerships are displayed on a color-coded poster. The following directions will be used to introduce the dyad reading procedure to students:

- Red students, you will be tracking the print and setting the pace.
- Blue students, you will be reading along with your partner, keeping your voices together. If you need to drop your voice, that is fine. Rejoin as soon as you are able.
- If you encounter a word that neither of you know how to read, circle it. We will discuss unknown words at the end of the work time.

## Comprehension

Finally, students will learn and practice the CIA (Collect-Interpret-Apply) approach as they read nonfiction books. They will begin by breaking the text into four quadrants. As they read, they will stop at the end of each quadrant to monitor and synthesize their comprehension through notetaking. A nonfiction book report will be a place for students to keep their notes as they read.

In informational nonfiction texts, the CIA method will be implemented a little differently than in narrative texts. Students will collect critical information—main ideas and details—in every quadrant of the text.

- The main idea is \_\_\_\_\_.
- Three details or fascinating facts are: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

Students will interpret the text at the end of each quadrant.

- I want to learn more about \_\_\_\_\_ because \_\_\_\_\_.
- I think the author is trying to tell me \_\_\_\_\_.
- An important word in the text is \_\_\_\_\_. I think it means \_\_\_\_\_.
- The most fascinating part is about \_\_\_\_\_ because \_\_\_\_\_.

Students will evaluate the text after reading.

- My favorite page is \_\_\_\_\_ because \_\_\_\_\_.

## Additional Assignments

Plan for meaningful activities for students to participate in once they have completed all their work.

I recommend encouraging students to:

- reread for fluency,
- self-select a book from the classroom library to read independently,
- play a game provided in the unit; or
- read an outside text that supports further understanding of the topic (*see appendix*).

## Enjoy Success

The strategies presented in this unit for phonics, fluency, vocabulary and comprehension practice can be easily incorporated into your instruction throughout the year, especially for students below grade level. It is my hope that as you teach this unit, you will become more confident and comfortable with these techniques. For more information on working with struggling readers, please consult the *Assessment and Intervention Guide* (Dewitz & Collinge, 2020).

Take a deep breath—you are ready to start your first book club series with your third-graders. Relax—the lessons are all scripted for you and will guide you as you teach. Prepare—by reading all the books before introducing them to your students. Now smile—this work will reap rewards for your students that will last a lifetime.



# C. I. A.

## Book Club Lesson Plans

*Backyard Animals*  
*Nocturnal Creatures*  
*Forest Animals*

## Day 1: Closed Syllables

**In this lesson...**you will be teaching students how to read closed-syllables and words. The following word store will be created using a pocket chart:



**To prepare for this lesson...**assign each student a partner. One partner should be the higher of the two partners and will take the lead when it comes to decoding words and reading fluently. Pair below and on-grade level readers together or on and above-grade level readers together. Partners will work together for the duration of the unit. Create a poster showing the student partnerships. List the higher partner in red, and the lower partner in blue.

### Materials:

- Pocket chart,
- Red short vowel sound cards,
- Yellow -ng sound card,
- Red word cards: *at, and, let, ten, it, miss, on, got, up, run,*
- Yellow word cards: *sing, sunk.*
- Small white boards (1 per student),
- Dry erase marker & eraser (1 per student),
- Red *Sequence* gameboard & cards (1 per partnership),
- Checkers/markers (1 set per partnership).

### Connect:

*We have been learning...*

...that good readers practice their reading skill every day. We have been practicing reading skills as we read the book *Poppy* together.

Today we are going to be practicing reading and writing closed-syllables and multi-syllabic words.



## **Review:**

*Before we begin our lesson...*

...let's review what we already know about syllables.

A *syllable* is a part of a word that contains a vowel. Each syllable has one vowel sound.

You can count the number of syllables in a word by placing your hand on your jaw. As you pronounce a word, your jaw drops every time you voice a vowel sound. (Model this using the word *rab-bit*).

Notice how my chin dropped two times. This means the word *rabbit* has two syllables. Now you try it! (Students should put their hand on their jaw and say *rab-bit*).

To hear the syllables, clap each syllable as you say the word *rab-bit*. (Practice together).

## **Practice:**

*Clap each word.*

1. Mouse (1)
2. Rab-bit (2)
3. Rac-coon (2)
4. Cot-ton-tail (3)
5. Noc-turn-al (3)

## Teach:

Today I am going to teach you...

...to read multi-syllabic words. In our lesson, you will be learning to read words found in our upcoming book club books:

- *Backyard Animals*,
- *Nocturnal Creatures*; and
- *Forest Animals*.

These books will help us learn more about the animals found in the *Poppy* series by Avi.

There are six syllable types. Today we are going to learn to read closed syllables. A *closed syllable* has a short vowel ending in a consonant. We are also going to learn to read words with ng.

### ***Short Vowel – A***

Show the sound card for short vowel a. Teach the sound using the chant and motion:

***A as in apple, a, a, a.***

(Motion as if you are putting an apple to your mouth.)

Read the word cards and place them in the pocket chart (leave the top row empty).

- at,
- and.

### ***Short Vowel – E***

Show the sound card for short vowel e. Teach the sound using the chant:

***E as in edge, e, e, e.***

(Hold one hand flat. Motion down the edge of the flat hand with the other hand.)

Read the word cards and place them in the pocket chart (leave the top row empty).

- let,
- ten.

### ***Short Vowel – I***

Show the sound card for short vowel i. Teach the sound using the chant:

***I as in itch, i, i, i.***

(Use your hand to itch your arm.)

## **Teach (*continued*):**

Read the word cards and place them in the pocket chart (leave the top row empty).

- it,
- miss.

### ***Short Vowel – O***

Show the sound card for short vowel o. Teach the sound using the chant:

#### ***O as in octopus, o, o, o.***

(Hold fingers out and wiggle them like tentacles.)

Read the word cards and place them in the pocket chart (leave the top row empty).

- on,
- got.

### ***Short Vowel – U***

Show the sound card for short vowel u. Teach the sound using the chant:

#### ***U as in up, u, u, u.***

(Point finger upward. Move it up and down.)

Read the word cards and place them in the pocket chart (leave the top row empty).

- up,
- run.

## Guided Practice:

Now we are going to practice making silly two-syllable words using the words from our pocket chart. A silly word is a word that has no meaning. Silly words are useful for practicing our phonics skill.

Take the word *ten* from the pocket chart and place it in the top row.

- What's the word? *ten*.

Take the word *run* from the pocket chart and place it in the top row.

- What's the word? *run*.

Move the word cards close together to make a two-syllable word.

- When we put the words together, what's the silly word? *tenrun*.

Continue practicing with the following silly words:

- Miss + Up = Missup
- Ten + Up = Tenup
- And + It = Andit
- Let + Up + Run = Letuprun
- Miss + And + It = Missandit
- Got + At + Up = Gotatup

## Guided Practice:

We are going to practice chaining words on our whiteboards, then dividing multi-syllabic words into syllables.

### 1.1 Chaining activity for the word *bobcat*:

- Write the word *got*.
- Change a letter so that the word says *bot*.
- Change a letter so that the word says *bob*.
- Next to the word *bob*, write the word *at*.
- What does this silly word say? *bobat*.
- Add a letter so that the word says **bobcat**.

### Dividing the word *bobcat* into syllables:

- How many vowel sounds are in the word bobcat? *Two*.
- Mark the vowel sounds with a dot.
- How many syllables are in the word bobcat? *Two*.
- Divide the syllables with a vertical line. (Extend the line below the word).
- Point to the first syllable.
- The word *got* helps us read the first syllable.
- Write the word *got* below syllable 1.
- If this word is *got*, then the first syllable is *bob*.
- Point to the second syllable.
- The word *at* helps us read the second syllable.
- Write the word *at* below syllable 2.
- If this word is *at*, then the second syllable is *cat*.
- What is the silly word? *gotat*.
- What is the word? *bobcat*.
- A **bobcat** is a wild animal of the cat family.

## Guided Practice (*continued*):

### 1.2 Chaining activity for the word *rabbit*:

- Write the word *at*.
- Add a letter so that the word says *rat*.
- Change a letter so that the word says *rad*.
- Change a letter so that the silly word says *rab*.
- Next to the silly word *rab*, write the word *bit*.
- What does the word say? ***rabbit***.

### Divide the word *rabbit* into syllables:

- How many vowel sounds are in the word *rabbit*? *Two*.
- Mark the vowel sounds with a dot.
- How many syllables are in the word *rabbit*? *Two*.
- Divide the syllables with a vertical line. (Extend the line below the word).
- Point to the first syllable.
- The word *at* helps us read the first syllable.
- Write the word *at* below syllable 1.
- If this word is *at*, then the first syllable is *rab*.
- Point to the second syllable.
- The word *it* helps us read the second syllable.
- Write the word *it* below syllable 1.
- If this word is *it*, then the second syllable is *bit*.
- What is the silly word? *atit*.
- What is the word? *rabbit*.
- A ***rabbit*** is a small furry animal with long ears.

## Guided Practice (*continued*):

### 1.3 Chaining activity for the word *muskrat*:

- Write the word *up*.
- Add a letter so that the word says *cup*.
- Change a letter so that the silly word says *mup*.
- Change a letter so that the silly words says *mus*.
- Add a letter so that word says *musk*.
- Next to the word *musk*, write the word *at*.
- What does this silly word say? *muskat*.
- Add a letter so that the word is ***muskrat***.

### Divide the word into syllables:

- How many vowel sounds are in the word muskrat? *Two*.
- Mark the vowel sounds with a dot.
- How many syllables are in the word muskrat? *Two*.
- Divide the syllables with a vertical line. (Extend the line below the word).
- Point to the first syllable.
- The word *up* helps us read the first syllable.
- Write the word *up* below syllable 1.
- If this word is *up*, then the first syllable is *musk*.
- Point to the second syllable.
- The word *at* helps us read the second syllable.
- Write the word *at* below syllable 2.
- If this word is *at*, then the second syllable is *rat*.
- What is the silly word? *upat*.
- What is the word? *muskrat*.
- A ***muskrat*** is large rodent with a musky smell.

For this next word I am going to teach you the sound, NG.

Show the sound card for ng. Teach the sound using the chant:

***Ng as in gong, gong, gong, gong.***

(Motion as if you are banging a gong.)

Read the word card and place it in the pocket chart (leave the top row empty).

- Sing.

The *n* makes the ng sound when it is followed by the *c/k* sound like in the word sunk. Read the word card and place it in the pocket chart (leave the top row empty).

- Sunk.

## Guided Practice (*continued*):

### 1.4 Chaining activity for the word *chipmunk*:

- Write the word *it*.
- Add a letter so that the word says *sit*.
- Change a letter so that the word says *sip*.
- Change a letter so that the word says *hip*.
- Add a letter so that the word says *chip*.
- Next to the word *chip*, write the word *sunk*.
- What does this silly word say? *chipsunk*.
- Change a letter so that the word says **chipmunk**.

### Divide the word into syllables:

- How many vowel sounds are in the word chipmunk? *Two*.
- Mark the vowel sounds with a dot.
- How many syllables are in the word chipmunk? *Two*.
- Divide the syllables with a vertical line. (Extend the line below the word).
- Point to the first syllable.
- The word *it* helps us read the first syllable.
- Write the word *it* below syllable 1.
- If this word is *it*, then the first syllable is *chip*.
- Point to the second syllable.
- The word *sunk* helps us read the second syllable.
- Write the word *sunk* below syllable 2.
- If this word is *sunk*, then the second syllable is *munk*.
- What is the silly word? *itsunk*.
- What is the word? *chipmunk*.
- A **chipmunk** is a burrowing ground squirrel.



## **Independent Practice (Sequence for Kids Game):**

Students will play the game with a teacher-assigned partner. Pair below and on-grade level readers together, on and above-grade level readers together. Each partnership will receive 1 gameboard, 1 set of cards, and 1 set of checkers/markers.

- Red *Sequence* gameboard,
- Red *Sequence* gamecards,
- Set of checkers/markers.

### **Directions:**

**Object of game:** First player to score a sequence of 4 chips in a row using only their own chips is the winner. **Challenge game:** Go for 2 sequences in a row.

Each player chooses a colored set of chips and places them in a pile near them. Shuffle the cards and deal 3 to each player. The youngest player goes first.

1. Select a card from your hand and place it face up in front of you making a discard pile.
2. Read the word aloud.
3. Find the 2 corresponding pictures on the game board. Place a checker on one of the pictures. (You may not place a checker on a space already taken by a checker.)
4. Draw a new card from the draw deck. This marks the end of your turn.

### **Special Rules:**

- **Steal!** card allows the player to remove the other player's chip from any space on the board.
- **Free!** card allows the player to put a chip on any open space.
- If a card becomes unplayable, discard and draw another.
- If the draw deck becomes empty, shuffle all discard piles together to create a new deck.

(1.1)

got  
bot  
bob  
bobat

bob | cat

got | at

(1.4)

it  
sit  
sip  
hip  
chip  
chipsunk

chip | munk

it | sunk

(1.2)

at  
rat  
rad  
rab

rab | bit

at | it

(1.3)

up  
cup  
mup  
mus  
musk  
muskat

musk | rat

up | at

## Day 2: *Backyard Animals* – Blurb & Introduction

**In this lesson...** you will be modeling for students how to use clues in the blurb and the introduction to help you understand the main ideas and details of the nonfiction book.

**To prepare for this lesson...** make sure students have been assigned a partner and partnerships are displayed on a color-coded poster.

### Materials:

- *Backyard Animals* (1 per student),
- Nonfiction Book Report (1 per student),
- Pencil (1 per student),
- Small sticky notes/tabs (3 per student),
- Small white boards (1 per student),
- Dry erase marker & eraser (1 per student).

### Connect:

*We have been learning...*

...that good readers practice their reading skill every day. We have been practicing reading skills as we read the book *Poppy* together.

Today we are going to start our book clubs. Each of you will be working with a partner to read the nonfiction book *Backyard Animals* and determine the main idea and details. This book will teach us about animals found in the *Poppy* series.

During book clubs, you will be responsible for:

1. Reading the book together,
2. Completing assignments on time,
3. Keeping your work neat, and
4. Working cooperatively.

(Hand out the book *Backyard Animals* and a nonfiction book report, one for each student. Have each student record their name, the date, and the title of the book on the front cover of his or her Nonfiction Book Report.)

### Teach:

*Today I am going to remind you...*

...that good readers look carefully at the cover of the book and read the blurb and introduction before reading. We did this prior to reading *Poppy*.



Listen and follow along while I read the blurb. (Read the entire blurb aloud.)

## Model:

As I read the **blurb**, I noticed the book is going to be about animals that *inhabit* or live in the backyard. I think this is going to be the topic of the book. (Model writing the topic on the front of the Nonfiction Book Report.)

The blurb also tells us the names of some of the animals we will be reading about in the book. Which animal are you most excited to learn about? Turn and tell your partner.

Now please open your books to the **introduction** at the front of the book. We are going to read the introduction together using a method called *Dyad Reading*. You and your partner are going to share one book.

- Blue students, set your book down.
- Red students, hold your book open between you and your partner. You will be tracking the print, pointing to the words as you read them.
- All of us are going to read the text together so that our voices sound like one voice.
- Try to match my pace.
- If you need to drop your voice, that is fine. Rejoin as soon as you are able!



(Dyad read the introduction. Then give feedback to students. If needed, dyad read as a group again to fix any problems.)

## Guided Practice—Work Time:

You are going to dyad read the introduction one more time, this time you will read with your partner.

- Red students, you will be tracking the print and setting the pace.
- Blue students, you will be reading along with your partner, keeping your voices together. If you need to drop your voice, that is fine. Rejoin as soon as you are able.
- If you encounter a word that neither of you know how to read, circle it. We will discuss unknown words at the end of the work time.



(Give students time to dyad read with a partner, providing feedback as necessary so that students learn to implement the routine properly.)

## Share-Out:

### Discuss:

- *What do you think the main idea of this book is?*
- *What is one important detail or fascinating fact we learned while reading the blurb and introduction?*

(Give students time to fill out page 1 of the Nonfiction Book Report.)

### Discuss:

- *Did you encounter any unknown words as you read?*

(As students share unknown words, use a white board to demonstrate how to break the word into syllables, pronounce the syllables, then blend the word—remember to be flexible! Give a simple definition of the word.)

### Example:

**2.1 Illustrate** – write the word on the whiteboard WITHOUT saying the word.

- How many vowel sounds are in the word? *Three.*
- Mark the vowel sounds with a dot.
- How many syllables are in the word? *Three.*
- Divide the syllables with a vertical line. (Extend the line below the word).
- Bring the first vowel sound down. *i.*
- Now bring the consonants down. *il.*
- Notice how the consonant closes the syllable.
- What sound does the vowel say? *i* (short).
- What is the first syllable? *il.*
- Bring the second vowel sound down. *u.*
- Now bring the consonants down. *lus.*
- Notice how the consonant closes the syllable.
- What sound does the vowel say? *u.* (short)
- What is the second syllable? *lus.*
- Bring the third vowel sound down. *a.*
- Now bring the consonants and the super-e down. *trate.*
- Notice how the super-e tells the vowel to say its name.
- Underline the super-e.
- What sound does the vowel say? *a.* (*long*)
- What is the word? *illustrate.*
- To **illustrate** is to provide with pictures.

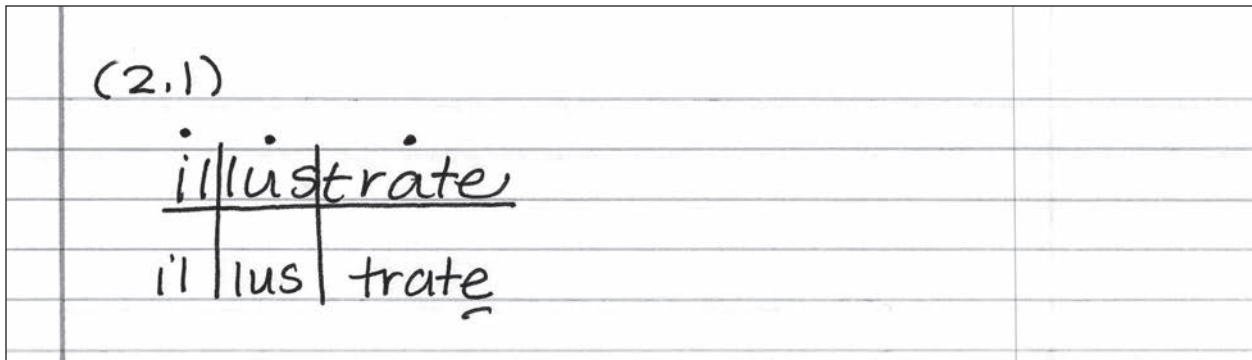
## Extended Lesson (Mark the Text):

*We have been learning...*

...that when good readers begin reading, they have a plan of action for how they will read the text. We know to use the CIA (Collect-Interpret-Apply) approach to plan for how we will read the text.

To mark the text, we first need to know the total number of pages in the book, then divide this number by 4. This book is 12 pages, which means we are going to divide the text every 3 pages.

- The end of quadrant 1 will be marked on page 3.
- The end of quadrant 2 will be marked on page 6.
- The end of quadrant 3 will be marked on page 9.



## NONFICTION BOOK REPORT

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Nonfiction Title: Backyard Animals



**Before reading, good readers read the blurb and introduction.  
They write about the topic, main idea, and details.**

Topic:

*Animals that inhabit  
the backyard.*

The blurb is  
the summary  
on the back of  
the book!

Main Idea:

*Backyard animals  
are fascinating!*

Read like a  
detective!

Detail (Fascinating Fact):

*Backyard animals  
build homes,  
gather food,  
and raise  
families.*



### Get ready to read using the C.I.A. Approach!

- Divide the number of pages in the book by four.
- Mark the end of each quadrant with a sticky note.

(If you are reading a chapter book, move the sticky note to the end of the chapter.)

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## Day 3: R-Controlled Syllables

**In this lesson...** you will be teaching students how to read r-controlled syllables and words. The following word store will be created using a pocket chart:



### Materials:

- Pocket chart,
- Red short vowel sound cards,
- Pink J soundcard,
- Orange r-controlled vowel sound cards,
- Red and yellow word cards in pocket chart: *at, and, let, ten, it, miss, on, got, up, run, sing, sunk,*
- Orange word cards: *car, her, turn, or,*
- Small white boards (1 per student),
- Dry erase marker & eraser (1 per student),
- Red *Sequence* gameboard & cards (1 per partnership),
- Checkers/markers (1 set per partnership).

### Connect:

*We have been learning...*

...that good readers practice their reading skill every day. We have been practicing reading skills as we read the books *Poppy* and *Backyard Animals* together.



## Review:

*Before we begin our lesson...*

...let's review what we learned previously about syllables and closed syllable words.

A *syllable* is a part of a word that contains a vowel. Each syllable has one vowel sound.

Let's practice reading and writing some multi-syllabic words. We will use our whiteboards.

**3.1 Our first word is bobcat.** A *bobcat* is a wild animal of the cat family.

- Place your hand on your chin and say the word bobcat. *bobcat*.
- How many syllables are in the word bobcat? *Two*.
- Clap the word: *bob-cat*.
- Write the word *bobcat* on your white board. Leave room below the word.
- How many vowel sounds are in the word bobcat? *Two*.
- Mark the vowel sounds with a dot.
- How many syllables are in the word bobcat? *Two*.
- Divide the syllables with a vertical line. (Extend the line below the word).
- Bring the first vowel down. *o*.
- Now bring the consonants down. *bob*.
- Notice how the consonant closes the syllable.
- What sound does the vowel say? *o* (short).
- What is the first syllable in the word bobcat? *bob*.
- Bring the second vowel down. *a*.
- Bring the consonants down. *cat*.
- Notice how the consonants close the syllable.
- What sound does the vowel say? *a* (short).
- What is the last syllable in the word bobcat? *cat*.

## Review (*continued*):

**3.2 Our next word is muskrat.** A *muskrat* is large rodent with a musky smell.

- Place your hand on your chin and say the word muskrat. *muskrat*.
- How many syllables are in the word muskrat? *Two*.
- Clap the word: *musk-rat*.
- Write the word *muskrat* on your white board. Leave room below the word.
- How many vowel sounds are in the word muskrat? *Two*.
- Mark the vowel sounds with a dot.
- How many syllables are in the word muskrat? *Two*.
- Divide the syllables with a vertical line. (Extend the line below the word).
- Bring the first vowel down. *u*.
- Now bring the consonants down. *musk*.
- Notice how the consonant closes the syllable.
- What sound does the vowel say? *u* (short).
- What is the first syllable in the word *muskrat*? *musk*.
- Bring the second vowel down. *a*.
- Bring the consonants down. *rat*.
- Notice how the consonants close the syllable.
- What sound does the vowel say? *a* (short).
- What is the last syllable in the word muskrat? *rat*.

**3.3 Our last word is chipmunk.** A *chipmunk* is a burrowing ground squirrel.

- Place your hand on your chin and say the word chipmunk. *Chipmunk*.
- How many syllables are in the word chipmunk? *Two*.
- Clap the word: *chip-munk*.
- Write the word *chipmunk* on your white board. Leave room below the word.
- How many vowel sounds are in the word chipmunk? *Two*.
- Mark the vowel sounds with a dot.
- How many syllables are in the word chipmunk? *Two*.
- Divide the syllables with a vertical line. (Extend the line below the word).
- Bring the first vowel down. *i*.
- Now bring the consonants down. *chip*.
- Notice how the consonant closes the syllable.
- What sound does the vowel say? *i* (short).
- What is the first syllable in the word chipmunk? *chip*.
- Bring the second vowel down. *u*.
- Bring the consonants down. *munk*.
- Notice how the consonants close the syllable.
- What sound does the vowel say? *u* (short).
- What is the last syllable in the word chipmunk? *munk*.

## Teach:

Today we are going to continue learning...

...how to read multi-syllabic words. We will be learning to read words found in our upcoming book club books:

- *Backyard Animals*,
- *Nocturnal Creatures*; and
- *Forest Animals*.

These books will help us learn more about the animals found in the *Poppy* series by Avi.

Today we are going to learn to read r-controlled syllables. An *r-controlled syllable* is a syllable in which the r 'controls' the vowel sound. In closed syllables, the vowel makes the short sound. However, if a vowel is followed by the letter *r*, the vowel does not make the expected sound.

### **AR**

Show the sound card for **ar**. Teach the sound using the chant:

***Ar as in shark, ar, ar, ar.***

(Hold one hand on top of the other with fingers bent. Open and close to look like a shark's mouth.)

Read the word card and place it in the pocket chart (leave the top row empty).

- car.

### **ER, IR, UR**

Show the sound card for **er**. Teach the sound using the chant:

***Er as in earth, er, er, er.***

(Point your finger upward and make a turning motion.)

Read the word cards and place them in the pocket chart (leave the top row empty).

- her,
- turn.

### **OR**

Show the sound card for **or**. Teach the sound using the chant:

***Or as in orca, or, or, or.***

(Hold your hands on the sides of your body like flippers and move them up and down.)

Read the word card and place it in the pocket chart (leave the top row empty).

- or.

## Guided Practice:

Now we are going to practice making silly two-syllable words using the words from our pocket chart. A silly word is a word that has no meaning. Silly words are useful for practicing our phonics skill.

Take the word *car* from the pocket chart and place it in the top row.

- What's the word? *car*.

Take the word *got* from the pocket chart and place it in the top row.

- What's the word? *got*.

Move the word cards close together to make a two-syllable word.

- When we put the words together, what's the silly word? *cargot*.

Continue practicing with the following silly words:

- Or + Let = Orlet
- Up + Turn = Upturn
- Miss + Car + It = Misscarit
- Or + Run + Let = Orrunlet

## Guided Practice:

We are going to practice chaining words on our whiteboards, then dividing multi-syllabic words into syllables.

### 3.4 Chaining activity for the word *forest*:

- Write the word *or*.
- Add a letter so that the word says *for*.
- Next to the word *for*, write the word *let*.
- What is the silly word? *forlet*.
- Change a letter so that the silly word is *forbet*.
- Add a letter so that the silly word is *forbest*.
- Remove a letter so the word says *forest*.

### Divide the word *forest* into syllables:

- How many vowel sounds are in the word forest? *Two*.
- Mark the vowel sounds with a dot.
- How many syllables are in the word forest? *Two*.
- Divide the syllables with a vertical line. (Extend the line below the word).
- Point to the first syllable.
- The word *or* helps us read the first syllable.
- Write the word *or* below syllable 1.
- If this word is *or*, then the first syllable is *for*.
- Point to the second syllable.
- The word *let* helps us read the second syllable.
- Write the word *let* below syllable 2.
- If this word is *let*, then the second syllable is *rest*.
- What is the silly word? *orlet*.
- What is the word? *forest*.
- A *forest* is a large area covered with trees.

## Guided Practice (*continued*):

### 3.5 Chaining activity for the word *marten*:

- Write the word *car*.
- Change a letter so that the word says *far*.
- Change a letter so that the word says *mar*.
- Next to the word *mar*, write the word *ten*.
- What is the word? *marten*.

### Divide the word into syllables:

- How many vowel sounds are in the word *marten*? *Two*.
- Mark the vowel sounds with a dot.
- How many syllables are in the word *marten*? *Two*.
- Divide the syllables with a vertical line. (Extend the line below the word).
- Point to the first syllable.
- The word *car* helps us read the first syllable.
- Write the word *car* below syllable 1.
- If this word is *car*, then the first syllable is *mar*.
- Point to the second syllable.
- The word *ten* helps us read the second syllable.
- Write the word *ten* below syllable 2.
- What is the silly word? *carten*.
- What is the word? *marten*.
- A *marten* is a weasel-like animal.

## Guided Practice (*continued*):

### 3.6 Chaining activity for the word *badger*:

- Write the word *at*.
- Add a letter so that the word says *bat*.
- Change a letter so that the word says *bad*.
- Next to the word *bad*, write the word *her*.
- What does this silly word say? *badher*.
- Change a letter so that the word says *badger*.
- (Point out to students that *ge* says j. Refer to the J soundcard.)

### Divide the word into syllables:

- How many vowel sounds are in the word *badger*? *Two*.
- Mark the vowel sounds with a dot.
- How many syllables are in the word *badger*? *Two*.
- Divide the syllables with a vertical line. (Extend the line below the word).
- Point to the first syllable.
- The word *at* helps us read the first syllable.
- Write the word *at* below syllable 1.
- If this word is *at*, then the first syllable is *bad*.
- Point to the second syllable.
- The word *her* helps us read the second syllable.
- Write the word *her* below syllable 2.
- If the word is *her*, then the second syllable is *ger*.
- (Remind students that *ge* says j.)
- What is the silly word? *ather*.
- What is the word? *badger*.
- A *badger* is an animal that lives in the ground.

## Guided Practice (*continued*):

### 3.7 Chaining activity for the word *nocturnal*:

- Write the word *got*.
- Change a letter so that the word says *not*.
- Change the letter *t* to the letter *c*.
- What does the silly word say? *Noc*.
- Next to the silly word *noc*, write the word *turn*.
- What does the silly word say? *nocturn*.
- Next to the silly word *nocturn*, write the suffix *-al*.
- Box the suffix.
- The suffix *-al* is pronounced *ul*.
- The word is *nocturnal*.
- What is the word? *nocturnal*.

### Divide the word into syllables:

- How many vowel sounds are in the word *nocturnal*? *Three*.
- Mark the vowel sounds with a dot.
- How many syllables are in the word *nocturnal*? *Three*.
- Divide the syllables with a vertical line. (Extend the line below the word).
- Point to the first syllable.
- The word *got* helps us read the first syllable.
- Write the word *got* below syllable 1.
- If this word is *got*, then the first syllable is *noc*.
- Point to the second syllable.
- The word *turn* helps us read the second syllable.
- Write the word *turn* below syllable 2.
- The last syllable is the suffix *-al*; it is pronounced *ul*.
- What is the silly word? *gotturnal*
- What is the word? *nocturnal*.
- A *nocturnal* animal is active at night.



## **Independent Practice (Sequence for Kids Game):**

Students will play the game with a teacher-assigned partner. Pair below and on-grade level readers together, on and above-grade level readers together. Each partnership will receive 1 gameboard, 1 set of cards, and 1 set of checkers/markers.

- Red *Sequence* gameboard,
- Red *Sequence* gamecards,
- Set of checkers/markers.

### **Directions:**

**Object of game:** First player to score a sequence of 4 chips in a row using only their own chips is the winner. **Challenge game:** Go for 2 sequences in a row.

Each player chooses a colored set of chips and places them in a pile near them. Shuffle the cards and deal 3 to each player. The youngest player goes first.

5. Select a card from your hand and place it face up in front of you making a discard pile.
6. Read the word aloud.
7. Find the 2 corresponding pictures on the game board. Place a checker on one of the pictures. (You may not place a checker on a space already taken by a checker.)
8. Draw a new card from the draw deck. This marks the end of your turn.

### **Special Rules:**

- **Steal!** card allows the player to remove the other player's chip from any space on the board.
- **Free!** card allows the player to put a chip on any open space.
- If a card becomes unplayable, discard and draw another.
- If the draw deck becomes empty, shuffle all discard piles together to create a new deck.

(3.1)

bob|cat  
bob|cat

(3.5)

car  
far  
mar

mar|ten  
car|ten

(3.2)

musk|rat  
musk|rat

(3.6)

at  
bat  
bad  
badher

(3.3)

chip|munk  
chip|munk

bad|ger  
at|her

(3.4)

or  
for  
for let  
for bet  
for best  
fore|st  
or|let

(3.7)

got  
not  
noc  
nocturn  
nocturn|al  
got|turn

## Day 4: *Backyard Animals* – Quadrant 1, pp. 1-3

In this lesson...you will be modeling for students how to collect critical information in nonfiction text.

To prepare for this lesson...make sure students have been assigned a partner and partnerships are displayed on a color-coded poster.

### Materials:

- *Backyard Animals* (1 per student),
- Nonfiction Book Report (1 per student),
- Pencil (1 per student),
- Small white boards (1 per student),
- Dry erase marker & eraser (1 per student).

### Connect:

*We have been learning...*

...that good readers practice their reading skill every day. We have been practicing reading skills as we read the book *Poppy* together.

Today we are going to begin reading the book *Backyard Animals*. This book will teach us about animals introduced in the *Poppy* series. Today we will be reading quadrant 1 and learning about the opossum, the gray squirrel, and raccoon. (Give students time to put stickers on the respective pages: 1. Opossum, 2. Gray Squirrel, 3. Raccoon.)

### Teach:

*Today I am going to teach you...*

...that good readers read at an appropriate rate. Good readers don't read too fast, and good readers don't read too slow. They read at a pace that feels just right.

Good readers pause at the end of meaningful units. Today, we are going to practice pausing at appropriate places in the text.

- Good readers take a full pause at ending punctuation (.!?). We are going to mark ending punctuation with //. (Use a document camera to model marking the text on page 1. Students should copy you by marking in their own texts.)
- Good readers take a partial pause at internal punctuation (, ; and—). We are going to mark internal punctuation with /. (Use a document camera to model marking the text on page 1. Students should copy you by marking in their own texts.)
- Good readers take a partial pause before the word *and* when it is found in the middle of a sentence. We are going to mark in front of the word *and* with /. (Use a document camera to model marking the text on page 1. Students should copy you by marking in their own texts.)
- Good readers self-correct pausal intrusions, inappropriate pauses that interfere with comprehension.

## Teach (*continued*):

(See example of marked text, p. 1.)



### Opossum

The opossum is North America's only marsupial, / an animal that carries its young in a pouch. // The opossum baby spends about two months nursing, / and another month clutching its mother's back, / climbing in, / and out of the pouch to avoid danger. // When an adult opossum is frightened, / it appears to drop down dead, / known as "playing possum." // Nocturnal, / they eat fruit, / eggs, / insects, / small mammals, / and birds. //

1

Follow along as I model how I pause at appropriate places while reading. Notice how I take a partial pause where I have marked /. Notice how I take a full pause where I have marked //. (Model reading the text fluently.)

Now we will read this section, titled Opossum, together. We will use *Dyad Reading* method, pausing at the phrase marks. You and your partner will share one book.

- Blue students, set your book down.
- Red students, hold your book open between you and your partner. You will be tracking the print, pointing to the words as you read them.
- All of us are going to read the text together so that our voices sound like one voice.
- Try to match my pace.
- If you need to drop your voice, that is fine. Rejoin as soon as you are able!



(Dyad read page 1. Then give feedback to students. If needed, dyad read the same page again to fix any problems.)

## Teach (Comprehension):

*Today I am going to remind you...*

...that good readers pay attention to the main idea and details as they read nonfiction.

We just read about a fascinating backyard animal, the opossum. What other fascinating backyard animals will we read about in quadrant 1? *Gray squirrel, raccoon.*

Please write the following main idea on page 2 of the Nonfiction Book Report:

*The main idea of quadrant 1 is:*

*Opossums, gray squirrels, and raccoons are fascinating backyard animals.*

What detail about the opossum is fascinating?

(Model underlining a fascinating fact. Point out that it is fine to select just part of a sentence. Model rewriting the fact on page 2 of the nonfiction book report. Point out how you can change the words a little bit. For example: *An opossum carries its babies in its pouch.* Instead of, “The opossum is North America’s only marsupial, an animal that carries its young in a pouch.”)

(Give students time to write a fascinating fact about the opossum.)

## Guided Practice—Work Time:

Now, you will read the rest of quadrant 1 with your partner. As you read, pay attention to the punctuation. Pause briefly at internal punctuation and before the word *and*. Take a full pause at ending punctuation. (Consider having students mark the phrase marks on pp. 2-3. See example.)



**Gray Squirrel**

Half of this squirrel's length is in its bushy tail, which it uses to balance when it leaps through tree branches.// Its tail also functions as a blanket in winter, a sunshade in summer, and a parachute if it falls from a tree.// Feeding on a variety of nuts, the squirrel occasionally eats beetles, ants, and caterpillars.// In some states, the gray squirrel goes through black and albino stages.//

2



**Raccoon**

With markings that make it look like a masked bandit, the raccoon feeds at night on foods that include frogs, eggs, nuts, vegetables, and fruit.// It also forages through garbage as its wild habitats disappear.// Living across the United States, usually close to water, the raccoon is a capable swimmer and tree climber.// It uses its nimble fingers to "wash" food when water is nearby.//

3

You will read with your partner using the dyad reading method.

- Red students, you will be tracking the print and setting the pace.
- Blue students, you will be reading along with your partner, keeping your voices together. If you need to drop your voice, that is fine. Rejoin as soon as you are able.
- If you encounter a word that neither of you know how to read, circle it. We will discuss unknown words at the end of the work time.

After reading about each animal, add fascinating facts on page 2 of the nonfiction book report.



(Give students time to read and write their facts.)

## Share-Out:

**Discuss:** *What do you want to learn more about?*

Write your answer at the bottom of page 2 of the nonfiction book report.

**Discuss:** *Did you encounter any unknown words as you read?*

(As students share unknown words, use a white board to demonstrate how to break the word into syllables, pronounce the syllables, then blend the word—remember to be flexible! Give a simple definition of the word.)

### Example:

**4.1 Albino** – write the word on the whiteboard **WITHOUT** saying the word.

- How many vowel sounds are in the word? *Three.*
- Mark the vowel sounds with a dot.
- How many syllables are in the word? *Three.*
- Divide the syllables with a vertical line. (Extend the line below the word).
- Bring the first vowel down. *a.*
- Now bring the consonants down. *al.*
- Notice how the consonant closes the syllable.
- What sound does the vowel say? *a* (short).
- What is the first syllable? *al.*
- Bring the second vowel down. *i.*
- Now bring the consonants down. *bi.*
- Notice how there isn't a consonant to close the syllable. That means the vowel will say its name. The syllable is pronounced *bi.*
- Bring the third vowel down. *o.*
- Now bring the consonants down. *no.*
- Notice how there isn't a consonant to close the syllable. That means the vowel will say its name. The syllable is pronounced *no.*
- What is the word? *albino.*
- An **albino** is a person or animal having an absence of pigment in the skin, hair and eyes making them white or pink.

(4.1)	
• al bi no	
al   bi   no	



## QUADRANT 1

Good readers collect critical information.


The main idea of quadrant 1 is:

Opossums, gray squirrels,  
and raccoons are  
fascinating backyard  
animals.

Details (Fascinating Facts):

1. An opossum carries  
its babies in its pouch.
2. A gray squirrel uses its  
tail as a blanket, sunshade,  
and parachute!
3. A raccoon eats frogs,  
eggs, nuts, vegetables,  
and fruit.

Good readers interpret the text.

I want to learn more about 

gray squirrels

because I see them in my  
own backyard!