



Title: Jeje's Red Pen	Author: Oscar Ranzo	Illustrator: Nsamba Philip	Prepared by: Jessica Parra
Sight Words: too, saw, were, the, you, it, to, your, I, me, his, who, why, no, up, my, from			
Important words: red, pen, bed, hen, ten, let, leg, pet, net, led, get, fed			

Day 1 Page 1	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Teacher: "Tap out the word <i>red</i>." (Continue with 4-5 more of the important words.) • Teacher: "If I changed the first sound of <i>bed</i> to /r/, what would the word be?" ... "If I changed the middle sound of <i>net</i> to /o/, what would the word be?" ... "If I change the last sound of <i>pen</i> to /t/, what would the word be?" ... "If I change the first sound in <i>ten</i> to /h/, what would the word be?" (Use the important words list to change words each day.) • Teacher: Tell me a word that rhymes with <i>fed</i>. (Continue with 4-5 more of the important words.) <p>Alphabetic Principle</p> <ul style="list-style-type: none"> • Write 5-6 letters, generously spaced, on the board. When teacher points, students say the letter name or sound, based on the direction of the teacher. Go first in order, then go out of order. <p>Accuracy & Fluency</p> <ul style="list-style-type: none"> • Students look at the cover and title and predict what will happen in the story. • Teacher reads single page first while students follow along. • Students choral read. • Students turn to partner to read. • Students have 3-5 minutes to read the page on their own. • Teacher calls on 2 students if they will volunteer, 1 at a time, to read the page. <p>Comprehension</p> <ul style="list-style-type: none"> • Teacher: "Where are the kids at this part of the story? What happened today - was it a good or a bad thing? Can you tell how the characters are feeling? Can someone tell me a DETAIL that happened today? What do you think will happen next?"
	Phonemic Awareness



<p>Day 2 Page 2</p>	<ul style="list-style-type: none">• Teacher: "Tap out the word <i>pen</i>." (Continue with 4-5 more of the important words.)• Teacher: "If I changed the first sound of <i>bed</i> to /r/, what would the word be?" ... "If I changed the middle sound of <i>net</i> to /o/, what would the word be?" ... "If I change the last sound of <i>pen</i> to /t/, what would the word be?" ... "If I change the first sound in <i>ten</i> to /h/, what would the word be?" (Use the important words list to change words each day.)• Teacher: Tell me a word that rhymes with <i>get</i>. (Continue with 4-5 more of the important words.) <p>Alphabetic Principle</p> <ul style="list-style-type: none">• Write 4-5 of the important words on the board. Students tap and blend words to decode. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review what happened day prior.• Teacher reads single page first while students follow along.• Students choral read.• Students turn to partner to read.• Students have 3-5 minutes to read the page on their own.• Teacher calls on 2 students if they will volunteer, 1 at a time, to read the page. <p>Comprehension</p> <ul style="list-style-type: none">• Teacher: "Where are the kids at this part of the story? What happened today - was it a good or a bad thing? Can you tell how the characters are feeling? Can someone tell me a DETAIL that happened today? What do you think will happen next?"
<p>Day 3 Page</p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none">• Teacher: "Tap out the word <i>net</i>." (Continue with 4-5 more of the important words.)• Teacher: "If I changed the first sound of <i>bed</i> to /r/, what would the word be?" ... "If I changed the middle sound of <i>net</i> to /o/, what would the word be?" ... "If I change the last sound of <i>pen</i> to /t/, what would the word be?" ... "If I change the first sound in <i>ten</i> to /h/, what would the word be?" (Use the important words list to change words each day.)• Teacher: Tell me a word that rhymes with <i>hen</i>. (Continue with 4-5 more of the important words.) <p>Alphabetic Principle</p> <ul style="list-style-type: none">• Write 5-6 letters, generously spaced, on the board. When teacher points, students say the letter name or sound, based on the direction of the teacher. Go first in order, then go out of order.



	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what happened day prior.● Teacher reads single page first while students follow along.● Students choral read.● Students turn to partner to read.● Students have 3-5 minutes to read the page on their own.● Teacher calls on 2 students if they will volunteer, 1 at a time, to read the page. <p>Comprehension</p> <ul style="list-style-type: none">● Teacher: “Where are the kids at this part of the story? What happened today - was it a good or a bad thing? Can you tell how the characters are feeling? Can someone tell me a DETAIL that happened today? What do you think will happen next?”
<p>Day 4 Page 4</p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none">● Teacher: “Tap out the word <i>bed</i>.” (Continue with 4-5 more of the important words.)● Teacher: “If I changed the first sound of <i>bed</i> to /r/, what would the word be?” ... “If I changed the middle sound of <i>net</i> to /o/, what would the word be?” ... “If I change the last sound of <i>pen</i> to /t/, what would the word be?” ... “If I change the first sound in <i>ten</i> to /h/, what would the word be?” (Use the important words list to change words each day.)● Teacher: Tell me a word that rhymes with <i>leg</i>. (Continue with 4-5 more of the important words.) <p>Alphabetic Principle</p> <ul style="list-style-type: none">● Write 4-5 of the important words on the board. Students tap and blend words to decode. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what happened day prior.● Teacher reads single page first while students follow along.● Students choral read.● Students turn to partner to read.● Students have 3-5 minutes to read the page on their own.● Teacher calls on 2 students if they will volunteer, 1 at a time, to read the page. <p>Comprehension</p> <ul style="list-style-type: none">● Teacher: “Where are the kids at this part of the story? What happened today - was it a good or a bad thing? Can you tell how the characters are feeling? Can someone tell me a DETAIL that happened today? What do you think will happen next?”



<p>Day 5 Page 5</p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none">• Teacher: “Tap out the word <i>let</i>.” (Continue with 4-5 more of the important words.)• Teacher: “If I changed the first sound of <i>bed</i> to /r/, what would the word be?” ... “If I changed the middle sound of <i>net</i> to /o/, what would the word be?” ... “If I change the last sound of <i>pen</i> to /t/, what would the word be?” ... “If I change the first sound in <i>ten</i> to /h/, what would the word be?” (Use the important words list to change words each day.)• Teacher: Tell me a word that rhymes with <i>red</i>. (Continue with 4-5 more of the important words.) <p>Alphabetic Principle</p> <ul style="list-style-type: none">• Write 5-6 letters, generously spaced, on the board. When teacher points, students say the letter name or sound, based on the direction of the teacher. Go first in order, then go out of order. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review what happened day prior.• Teacher reads single page first while students follow along.• Students choral read.• Students turn to partner to read.• Students have 3-5 minutes to read the page on their own.• Teacher calls on 2 students if they will volunteer, 1 at a time, to read the page. <p>Comprehension</p> <ul style="list-style-type: none">• Teacher: “Where are the kids at this part of the story? What happened today - was it a good or a bad thing? Can you tell how the characters are feeling? Can someone tell me a DETAIL that happened today? What do you think will happen next?”
<p>Day 6 Page 6</p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none">• Teacher: “Tap out the word <i>ten</i>.” (Continue with 4-5 more of the important words.)• Teacher: “If I changed the first sound of <i>bed</i> to /r/, what would the word be?” ... “If I changed the middle sound of <i>net</i> to /o/, what would the word be?” ... “If I change the last sound of <i>pen</i> to /t/, what would the word be?” ... “If I change the first sound in <i>ten</i> to /h/, what would the word be?” (Use the important words list to change words each day.)• Teacher: Tell me a word that rhymes with <i>let</i>. (Continue with 4-5 more of the important words.) <p>Alphabetic Principle</p> <ul style="list-style-type: none">• Write 4-5 of the important words on the board. Students tap and blend words to decode.



	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what happened day prior.● Teacher reads single page first while students follow along.● Students choral read.● Students turn to partner to read.● Students have 3-5 minutes to read the page on their own.● Teacher calls on 2 students if they will volunteer, 1 at a time, to read the page. <p>Comprehension</p> <ul style="list-style-type: none">● Teacher: “Where are the kids at this part of the story? What happened today - was it a good or a bad thing? Can you tell how the characters are feeling? Can someone tell me a DETAIL that happened today? What do you think will happen next?”
<p>Day 7 Page 7</p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none">● Teacher: “Tap out the word <i>leg</i>.” (Continue with 4-5 more of the important words.)● Teacher: “If I changed the first sound of <i>bed</i> to /r/, what would the word be?” ... “If I changed the middle sound of <i>net</i> to /o/, what would the word be?” ... “If I change the last sound of <i>pen</i> to /t/, what would the word be?” ... “If I change the first sound in <i>ten</i> to /h/, what would the word be?” (Use the important words list to change words each day.)● Teacher: Tell me a word that rhymes with <i>leg</i>. (Continue with 4-5 more of the important words.) <p>Alphabetic Principle</p> <ul style="list-style-type: none">● Write 5-6 letters, generously spaced, on the board. When teacher points, students say the letter name or sound, based on the direction of the teacher. Go first in order, then go out of order. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what happened day prior.● Teacher reads single page first while students follow along.● Students choral read.● Students turn to partner to read.● Students have 3-5 minutes to read the page on their own.● Teacher calls on 2 students if they will volunteer, 1 at a time, to read the page. <p>Comprehension</p> <ul style="list-style-type: none">● Teacher: “Where are the kids at this part of the story? What happened today - was it a good or a bad thing? Can you tell how the characters are feeling? Can someone tell me a DETAIL that happened today? What do you think will happen



	next?"
Day 8 Page 8	<p>Phonemic Awareness</p> <ul style="list-style-type: none">• Teacher: "Tap out the word <i>pet.</i>" (Continue with 4-5 more of the important words.)• Teacher: "If I changed the first sound of <i>bed</i> to /r/, what would the word be?" ... "If I changed the middle sound of <i>net</i> to /o/, what would the word be?" ... "If I change the last sound of <i>pen</i> to /t/, what would the word be?" ... "If I change the first sound in <i>ten</i> to /h/, what would the word be?" (Use the important words list to change words each day.)• Teacher: Tell me a word that rhymes with <i>ten.</i> (Continue with 4-5 more of the important words.) <p>Alphabetic Principle</p> <ul style="list-style-type: none">• Write 4-5 of the important words on the board. Students tap and blend words to decode. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review what happened day prior.• Teacher reads single page first while students follow along.• Students choral read.• Students turn to partner to read.• Students have 3-5 minutes to read the page on their own.• Teacher calls on 2 students if they will volunteer, 1 at a time, to read the page. <p>Comprehension</p> <ul style="list-style-type: none">• Teacher: "Where are the kids at this part of the story? What happened today - was it a good or a bad thing? Can you tell how the characters are feeling? Can someone tell me a DETAIL that happened today? What do you think will happen next?"
Day 9 Page 9	<p>Phonemic Awareness</p> <ul style="list-style-type: none">• Teacher: "Tap out the word <i>get.</i>" (Continue with 4-5 more of the important words.)• Teacher: "If I changed the first sound of <i>bed</i> to /r/, what would the word be?" ... "If I changed the middle sound of <i>net</i> to /o/, what would the word be?" ... "If I change the last sound of <i>pen</i> to /t/, what would the word be?" ... "If I change the first sound in <i>ten</i> to /h/, what would the word be?" (Use the important words list to change words each day.)• Teacher: Tell me a word that rhymes with <i>net.</i> (Continue with 4-5 more of the important words.) <p>Alphabetic Principle</p> <ul style="list-style-type: none">• Assessment: Teacher: "Number your paper 1-6. For



	<p>number 1 - say the word <i>red</i>. (Students respond.) Tap the word <i>red</i>. (Students respond.) Write the word <i>red</i>.”</p> <p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what happened day prior.● Teacher reads single page first while students follow along.● Students choral read.● Students turn to partner to read.● Students have 3-5 minutes to read the page on their own.● Teacher calls on 2 students if they will volunteer, 1 at a time, to read the page. <p>Comprehension</p> <ul style="list-style-type: none">● Teacher: “Where are the kids at this part of the story? What happened today - was it a good or a bad thing? Can you tell how the characters are feeling? Can someone tell me a DETAIL that happened today? What do you think will happen next?”
<p>Day 10 Page 10</p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none">● Teacher: “Tap out the word <i>led</i>.” (Continue with 4-5 more of the important words.)● Teacher: “If I changed the first sound of <i>bed</i> to /r/, what would the word be?” ... “If I changed the middle sound of <i>net</i> to /o/, what would the word be?” ... “If I change the last sound of <i>pen</i> to /t/, what would the word be?” ... “If I change the first sound in <i>ten</i> to /h/, what would the word be?” (Use the important words list to change words each day.)● Teacher: Tell me a word that rhymes with <i>bed</i>. (Continue with 4-5 more of the important words.) <p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what happened day prior.● Teacher reads single page first while students follow along.● Students choral read.● Students turn to partner to read.● Students have 3-5 minutes to read the page on their own.● Teacher calls on 2 students if they will volunteer, 1 at a time, to read the page. <p>Comprehension</p> <ul style="list-style-type: none">● Teacher: “Where are the kids at this part of the story? What happened today - was it a good or a bad thing? Can you tell how the characters are feeling? Can someone tell me a DETAIL that happened today? What do you think will happen next?”
	<p>Phonemic Awareness</p>



<p>Day 11 Pages 1-2</p>	<ul style="list-style-type: none">• Teacher: “Tap out the word <i>fed.</i>” (Continue with 4-5 more of the important words.)• Teacher: “If I changed the first sound of <i>bed</i> to /r/, what would the word be?” ... “If I changed the middle sound of <i>net</i> to /o/, what would the word be?” ... “If I change the last sound of <i>pen</i> to /t/, what would the word be?” ... “If I change the first sound in <i>ten</i> to /h/, what would the word be?” (Use the important words list to change words each day.)• Teacher: Tell me a word that rhymes with <i>hen.</i> (Continue with 4-5 more of the important words.) <p>Alphabetic Principle</p> <ul style="list-style-type: none">• Students complete pages 2-6 in the front of the book for /a/ sound practice. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Teacher reads pages first while students follow along• Students choral read• Students turn to partner to read• Students have 3-5 minutes to read the page on their own• Teacher calls on 2 students if they will volunteer, 1 at a time, to read from the pages. <p>Vocabulary</p> <ul style="list-style-type: none">• Teacher: “There are some words we see a lot in <i>Jeje’s Red Pen.</i> They are: hen, felt, school, and pen. (Write them on the board). Can someone share with us what a hen is? How about felt? (Follow up: In this book, it is a felt pen, but is there another way we could use <i>felt</i>?) Can someone explain what a school is? How about a pen?”
<p>Day 12 Pages 3-4</p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none">• Teacher: “Tap out the word <i>net.</i>” (Continue with 4-5 more of the important words.)• Teacher: “If I changed the first sound of <i>bed</i> to /r/, what would the word be?” ... “If I changed the middle sound of <i>net</i> to /o/, what would the word be?” ... “If I change the last sound of <i>pen</i> to /t/, what would the word be?” ... “If I change the first sound in <i>ten</i> to /h/, what would the word be?” (Use the important words list to change words each day.)• Teacher: Tell me a word that rhymes with <i>hen.</i> (Continue with 4-5 more of the important words.) <p>Alphabetic Principle</p> <ul style="list-style-type: none">• Students complete the page after the song in the back of the book for practice. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Teacher reads pages first while students follow along



	<ul style="list-style-type: none">● Students choral read● Students turn to partner to read● Students have 3-5 minutes to read the page on their own● Teacher calls on 2 students if they will volunteer, 1 at a time, to read from the pages. <p>Comprehension</p> <ul style="list-style-type: none">● Teacher: “Who can tell me the characters in this story? Who do you think are the main characters and why? Where did this story take place? What was the main problem in the story? How did Jesse know whose pen it was?”
<p>Day 13 Pages 5-6</p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none">● Teacher: “Tap out the word <i>net</i>.” (Continue with 4-5 more of the important words.)● Teacher: “If I changed the first sound of <i>bed</i> to /r/, what would the word be?” ... “If I changed the middle sound of <i>net</i> to /o/, what would the word be?” ... “If I change the last sound of <i>pen</i> to /t/, what would the word be?” ... “If I change the first sound in <i>ten</i> to /h/, what would the word be?” (Use the important words list to change words each day.)● Teacher: Tell me a word that rhymes with <i>hen</i>. (Continue with 4-5 more of the important words.) <p>Alphabetic Principle</p> <ul style="list-style-type: none">● Students complete the second page after the song in the back of the book for practice. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Teacher reads pages first while students follow along● Students choral read● Students turn to partner to read● Students have 3-5 minutes to read the page on their own● Teacher calls on 2 students if they will volunteer, 1 at a time, to read from the pages. <p>Vocabulary</p> <ul style="list-style-type: none">● Teacher: (Using Frayer model) “Draw a box chart in your book. In the first box, write what a pen is. In the second box, draw a pen. In the third box, use “pen” in a sentence. In the fourth box, write or draw another way we can use the word pen.”
<p>Day 14 Pages 7-8</p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none">● Teacher: “Tap out the word <i>net</i>.” (Continue with 4-5 more of the important words.)● Teacher: “If I changed the first sound of <i>bed</i> to /r/, what would the word be?” ... “If I changed the middle sound of <i>net</i>



	<p>to /o/, what would the word be?" ... "If I change the last sound of <i>pen</i> to /t/, what would the word be?" ... "If I change the first sound in <i>ten</i> to /h/, what would the word be?" (Use the important words list to change words each day.)</p> <ul style="list-style-type: none">• Teacher: Tell me a word that rhymes with <i>hen</i>. (Continue with 4-5 more of the important words.) <p>Alphabetic Principle</p> <ul style="list-style-type: none">• Students complete the third page after the song in the back of the book for practice. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Teacher reads pages first while students follow along• Students choral read• Students turn to partner to read• Students have 3-5 minutes to read the page on their own• Teacher calls on 2 students if they will volunteer, 1 at a time, to read from the pages. <p>Comprehension</p> <ul style="list-style-type: none">• Ask 6 students to come up to the front of the room. Hand each student a card labelled with <i>title / author, characters / setting, beginning, middle, ending, and main idea / problem</i>. Students will report out to the class, in a sentence or two, to review the story based on their card.<ul style="list-style-type: none">○ To scaffold, put the titles of the cards on the board first and go over them. Give students a few minutes to flip through the book to remind themselves about the story.
<p>Day 15 Pages 9-10</p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none">• Teacher: "Tap out the word <i>net</i>." (Continue with 4-5 more of the important words.)• Teacher: "If I changed the first sound of <i>bed</i> to /r/, what would the word be?" ... "If I changed the middle sound of <i>net</i> to /o/, what would the word be?" ... "If I change the last sound of <i>pen</i> to /t/, what would the word be?" ... "If I change the first sound in <i>ten</i> to /h/, what would the word be?" (Use the important words list to change words each day.)• Teacher: Tell me a word that rhymes with <i>hen</i>. (Continue with 4-5 more of the important words.) <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Teacher reads pages first while students follow along• Students choral read• Students turn to partner to read• Students have 3-5 minutes to read the page on their own• Teacher calls on 2 students if they will volunteer, 1 at a time, to read from the pages.



	<p>Comprehension</p> <ul style="list-style-type: none">● Students draw their favorite part of the story and attempt to write a sentence about it.<ul style="list-style-type: none">○ Note: Students are encouraged to write at least one sentence to go with their picture. Some students might need to orally practice first. Inventive spelling is ok as long as the picture is a part of the story and the sentence somewhat goes with the drawing.
<p>Critical thinking notes:</p> <ul style="list-style-type: none">● Students on different levels will think critically in different ways. For young students, recalling events in order and providing details is thinking critically, especially if they can do it without guidance or support.● Thinking of vocabulary words in more than one scenario is also a good example of critical thinking for students of this age: Seeing that pen can mean something they can write with or a place to keep chickens is a crucial first step in making connections and understanding language further. <p>Notes on struggling readers:</p> <ul style="list-style-type: none">● The main focus of this book is for students to get multiple exposures to the e sound, as well as to practice manipulating words and practicing sounds. Daily practice to change first letters, tap out words, and recognize letters with sounds is crucial.● If students are having trouble decoding words in the story, keep working on the sound and phoneme manipulation from phonemic awareness and alphabetic principle section. These skills take LOTS of practice and will not be mastered in one lesson, or even one book.● If students are having trouble with fluency - its ok! At this level, the book is a vehicle to teach sounds and skills in a lively, fun setting. Once the students become comfortable with tapping out, decoding, recognizing sight words, and are familiar with the story, the fluency will come. It may not be by the time you finish working with the book, but if the students are regularly tapping out CVC words and showing comfort with sounds, then they are on the right track.● As said before, the objective of this book is to work with sound manipulation and CVC words. Comprehension practice is important, but not the main focus. If students are having trouble with comprehension, allow them to use the book for support. Discuss events daily and review events from days prior. Allow students to be part of the conversation instead of just telling them.	