



SIMPLIFIED TEACHING GUIDE BASED ON THE 'OASIS SIX' READING COMPETENCIES

Title: Lazy Cain's Cakes	Author: Oscar Ranzo	Illustrator: Nsamba Phillip	Prepared by: Jessica Parra
Sight Words: be, his, is, knows, too, the, it, on, for, these, says,			
Important words: wake, late, aware, Jake, mate, cupcake, taste, made, date, shape, place, take, wave, gate // today, always, birthday, midday, prayer, tray, pray, way, play // lazy, Mary, Cain, raisins, train, railway, wait, again, rain, eight, great			

<p>LESSON 1 Page 1</p> <p>Lesson Focus</p> <p>INTRODUCTION TO SOUND, and Long A sound Patterns 'ai' and 'ay'</p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Teach Children and have them Sing the song from the book. • Ask them if they notice similarities about words in the song. • Write the letter 'Aa' on the black board • Ask Class for the letter name • Ask volunteer to spell the letter name • If no one gets it, write spelling of letter name 'ey' on the black board • Read letter name aloud for the class • Have the class read name after you several times. • EXPLAIN SIMILARITY BETWEEN LATER NAME and LONG A SOUND • WHAT TO SAY: "When you hear the name of a vowel in a word, that is called the long vowel sound, like in the word <i>wave</i> and <i>home</i>. We already discussed the 'short a sound'. What is the short a sound?" • If Class answers correctly...applaud them. • WAT TO SAY: Excellent. So in the coming days we are going to focus on the long a sound, so words where you hear the /ey/ sound, like in <i>play</i> and <i>ape</i>. <p>So when I say a word, I want you to repeat back the one that has the long a sound. CAPE or meet (students respond with 'cape'); home or RAKE (students respond with 'rake'); pig or SHAPE (students respond with 'shape'); LATE or bug (students respond with 'late')."</p> <p>Alphabetic Principle</p> <ul style="list-style-type: none"> • Teacher: "There are a few ways to create the long a sound using letters. When you see ai together, they make the long a sound; Look at these words, for example: (write them as you say them) rain, wait, train, (Say the words again, underlining
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	<p>the long a letter combinations as you go).” Allow students to practice saying the new long a words, then give them a few ai words to decode for review.</p> <ul style="list-style-type: none">• Another way to make the long a sound is to put the letters a and y together. When you see them together, you make the long a sound. Look at these words: (write them down as you say them) today, always, birthday, midday, prayer, tray. (Say the words again, underlining the ay as you go.)” Allow students to practice saying the ay words, then give them a few ay words to decode for review. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Teacher directs students to a certain page.• Teacher reads page first, while students follow along.• Teacher reads the page again with students.• Students choral read.• Optional step: Students practice reading the page with an elbow partner.• Students have a few minutes to try the page independently.• Teacher calls on 3-4 volunteers to read the page.
<p>LESSON 2 Page 2</p> <p>Lesson Focus</p> <p>Long a Patterns ‘a_e’ and ‘a_y’</p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none">• Sing the song from the book.• Teacher: Remember, the long a sound is when you can hear the letter name in the word, like in (emphasizing the a sound) <i>shape, place, taste, made, and gate</i>). Today I am going to say 2 words to you. If they rhyme, give a thumbs up. If they don’t give a thumbs down. Remember: rhyming words end the same. These will all have long a’s, but listen to the ending sound. Ready? TASTE and LAY. (Wait for thumbs up or down. Thumb down.) WAKE and RAKE. (Wait for thumbs up or down. Thumb up.) EIGHT and RAIN. (Wait. Thumb down.) LAY and WAY. (Wait. Thumb up.). MAY and DATE. (Wait. Thumb down.) <p>Alphabetic Principle</p> <ul style="list-style-type: none">• “We have learned about the ai, and ay ways to make the long a sound. If you can believe it, there are even more ways to make the long a sound! WHAT TO DO: Point to word pattern a_y• WHAT TO SAY When you have letter a, followed by a consonant, and then letter y, it ALSO says the long a sound(ey)• WHAT TO DO: Point to ‘ey’ and read it out aloud; let class



	<p>read after you.</p> <ul style="list-style-type: none">• WHAT TO SAY: Look at these words (the ones at the bottom of the page), for example: Any, Many, Crazy. (Say the words again, underlining the long a letter combinations as you go).” Allow students to practice saying the new long a words, then give them a few a_e (silent e) and a_y words to decode for review.• Teacher: FINALLY, we will focus on the silent e. When you add an e on to the end of a word, it doesn’t say anything, but it makes the vowel say its name, instead of a short sound. Look at these words, for example: (write the words down as you say them) the word <i>can</i> becomes <i>cane</i>, the word <i>mat</i> becomes <i>mate</i>, and the word <i>tap</i> becomes <i>tape</i>. What do you think these words are: (write a list, then have the students try to say the words): rake, wave, late, date, Jake, shape.” <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Teacher directs students to words at the bottom of page.• Teacher reads words with a_e and a_y patterns first, while students follow along.• Optional step: Students practice reading the page with an elbow partner.• Students have a few minutes to try the page independently.• Teacher calls on 3-4 volunteers to read the page. <p>COMPREHENSION</p> <ul style="list-style-type: none">• Give students some more words with a_y and a_e to decode
<p>LESSON 3 Page 3</p> <p>Lesson Focus</p> <p>SHORT A TO LONG A, Using Silent E</p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none">• Sing the song from the book.• Teacher: We are studying the long a sound, which is when you hear the vowel name a in the word, like in <i>Jake</i> and in <i>made</i>. Today we are going to practice hearing the beginning, middle and ending of long a words. What is the beginning sound in the word RAKE? (Students answer /r/.) What is the middle sound in the word RAKE? (Students answer /ay/.) What is the ending sound in the word RAKE? (Students answer with /k/.) Repeat with: PLAY, DATE, RAIN, STAY. <p>Alphabetic Principle</p> <ul style="list-style-type: none">• FIRST REVIEW YESTERDAY’S LESSON• Teacher: “Yesterday we learned that when there is a silent e on the end of a word, it makes the vowel say its name. This session we are still working with the long a sound. <p>Today we are going to see how short sound can become long a sound by simply adding letter ‘e’ at the end.</p>



	<ul style="list-style-type: none">● WHAT TO DO: use example of the word TAP. Write the word TAP on the board, ask class to read it out aloud.● Now add the letter 'E' at the end then tell class to read new word aloud● Explain how by simply adding 'e' at the end the sound changed from short to long <p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Teacher directs students to a text on page 3.● Teacher reads page first, while students follow along.● Teacher reads the page again with students.● Students choral read.● Optional step: Students practice reading the page with an elbow partner.● Students have a few minutes to try the page independently.● Teacher calls on 3-4 volunteers to read the page.
<p>LESSON 4 Page 4</p> <p>Lesson Focus</p> <p>SHORT A VS LONG A, using 'l', and 'y'</p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none">● Sing the song from the book.● Teacher: "When you hear the name of a vowel in a word, that is called the long vowel sound, like in the word <i>wave</i> and <i>home</i>. This week we are going to focus on the long a sound, so words where you hear the /ay/ sound, like in <i>taste</i> and <i>shape</i>. When I say a word, I want you to repeat back the one that has the long a sound. PLAY or rat (students respond with 'play'); home or MAKE or sleep (students respond with 'make'); sit or MATE (students respond with 'mate'); LAKE or dog (students respond with 'lake')." <p>Alphabetic Principle</p> <ul style="list-style-type: none">● FIRST REVIEW YESTERDAY'S LESSON● Teacher: "Today we are going to review different ways to make a word with the long a sound from one with the short a sound."● WHAT TO DO: Write the following words on the board, having the students practice saying them as you write them: bat, man, Ha,● Ask class to read them aloud● Add letter 'i' after a in the word bat to make bait. Ask class to read new word. Read it back to them and have them read both words after you several times.● Add letter 'y' after n in the word man to make many. Ask class to read new word. Read it back to them and have them read both words after you several times.● Add letter 'y' after a in the word ha to make hay; Ask class to read new word. Read it back to them and have them read both words after you several times. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Teacher directs students to page 4.



	<ul style="list-style-type: none"> • Teacher reads page first, while students follow along. • Students choral read. • Optional step: Students practice reading the page with an elbow partner. • Students have a few minutes to try the page independently. • Teacher calls on 3-4 volunteers to read the page. <p>COMPREHENSION</p> <ul style="list-style-type: none"> • Have class do exercise on PAGE 24
<p>LESSON 5 Page 5</p> <p>Lesson Focus</p> <p>LONG A sound in Names</p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Sing the song from the book. • Teacher: Remember, the long a sound is when you can hear the letter name in the word, like in (emphasizing the a sound) <i>shape, place, taste, made, and gate</i>). Today I am going to say 2 words to you. If they rhyme, give a thumbs up. If they don't give a thumbs down. Remember: rhyming words end the same. These will all have long a's, but listen to the ending sound. Ready? WAY and TAKE. (Wait for thumbs up or down. Thumb down.) MATE and RATE. (Wait for thumbs up or down. Thumb up.) EIGHT and SAY. (Wait. Thumb down.) PLAY and WAY. (Wait. Thumb up.). TAKE and MAY. (Wait. Thumb down.) <p>Alphabetic Principle</p> <ul style="list-style-type: none"> • Teacher: "We have been working on different ways to make the long a sound. We have learned about the silent e, ay, ai, a_y, and eight. As I write the words on the board, please read them." • WHAT TO DO: write several words with long a sound and have children read them aloud • After this quick review, tell class that long a sound can be found in NAMES too, and have students use their skills to list some names with the long a sound. <p>Accuracy & Fluency</p> <ul style="list-style-type: none"> • Teacher directs students page 2 • Teacher reads all words at the bottom of the page first, while students follow along. • Students choral read. • Optional step: Students practice reading the page with an elbow partner. • Students have a few minutes to try the page independently. • Teacher calls on 3-4 volunteers to read the page. <p>COMPREHENSION</p> <ul style="list-style-type: none"> • Ask class to do exercise on PAGE 25
	<p>Phonemic Awareness</p>



LESSON 6
Page 6

Lesson Focus

Checking Understanding of previous lessons

- Sing the song from the book.
- Teacher: We are studying the long a sound, which is when you hear the vowel name a in the word, like in *Jake* and in *made*. Today we are going to practice hearing the beginning, middle and ending of long a words. What is the beginning sound in the word TAKE? (Students answer /t./) What is the middle sound in the word TAKE? (Students answer /ay./) What is the ending sound in the word TAKE? (Students answer with /k./) Repeat with: MATE, PAIN, LAKE, WAVE.

Accuracy & Fluency

- Teacher directs students to **pages 3-5**.
- Teacher **reads all the words and names on these** pages first, while students follow along.
- Students choral read the words on the pages.
- Optional step: Students practice reading the page with an elbow partner.
- Each student get a few minutes to try the words on pages independently.
- Teacher calls on 3-4 volunteers to read the page.

Vocabulary

- Use Frayer model for the word **lady**. On the board, label the four boxes: Describe a lady, draw a lady, use *lady* in a sentence, and write 4 other words that have the 'a_y' long a sound pattern.

What is lady?	Use lady in a sentence
Write four words with a_y pattern	Draw a lady

COMPREHENSION

- Have class do exercise on PAGE 6

LESSON 7
Page 7

Phonemic Awareness

- Sing the song from the book.
- Teacher: "When you hear the name of a vowel in a word, that is called the long vowel sound, like in the word *wave* and *home*. This week we are going to focus on the long a sound, so words where you hear the /ay/ sound, like in *taste* and



<p>Lesson Focus</p> <p>Checking Understanding of previous lessons</p>	<p><i>shape</i>. When I say a word, I want you to repeat back the one that has the long a sound. STAY or SALT (students respond with 'stay'); RAN or RAIN (students respond with 'rain'); BALL or CAKE (students respond with 'cake'); DATE or HAVE (students respond with 'date')."</p> <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Teacher directs students to page 7• GIVE CLASS TIME TO do the EXERCISE on Page 7.• Tell children to exchange exercise books• Teacher reads page first, while students follow along.• Teacher asks class to name anyone who got every long a word correctly and didn't add any other word.• Teacher asks class to clap for whoever passed the exercise• Teacher explains that not everytime the letter a is in a word it makes the long a sound or short a sound, using the example of SALT and WALL• Teacher reads the page again with students.• Students choral read.• Optional step: Students practice reading the page with an elbow partner.• Students have a few minutes to try the page independently.• Teacher calls on 3-4 volunteers to read the page. <p>Comprehension</p> <ul style="list-style-type: none">• Ask the class to do the exercise on Page 7 again.
<p>LESSON 8 Page 8</p> <p>Lesson Focus: LONG A WORDS IN THE STORY</p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none">• Sing the song from the book.• Teacher: Remember, the long a sound is when you can hear the letter name in the word, like in (emphasizing the a sound) <i>shape, place, taste, made, and gate</i>). Today I am going to say 2 words to you. If they rhyme, give a thumbs up. If they don't give a thumbs down. Remember: rhyming words end the same. These will all have long a's, but listen to the ending sound. Ready? STAY and MATE. (Wait for thumbs up or down. Thumb down.) PLAY and TRAY. (Wait for thumbs up or down. Thumb up.) LATE and RAIN. (Wait. Thumb down.) DAY and SAY. (Wait. Thumb up.). TRAIN and DATE. (Wait. Thumb down.) <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Teacher directs students to look at the LONG A WORDS in the story they are about to read.• Teacher reads words in the table on page first, while students follow along.• Students choral read all the words in the table at the top.• TEACHER EXPLAINS TO CLASS ANY WORD THEY ARE MEETING FOR THE FIRST TIME.• Optional step: Students practice reading the words in the table



	<p>with an elbow partner.</p> <ul style="list-style-type: none"> • Students have a few minutes to try the page independently. • Teacher calls on 3-4 volunteers to read the page. <p>Vocabulary</p> <ul style="list-style-type: none"> • Teacher: “We have a lot of important words in this book that have the long a sound in them. Today we are going to play a walking game. When you find a partner after I count to 10, you need to follow the direction that I give with our important words.” Students walk or dance around the room while the teacher counts to 10. At 10 students find a partner and wait for instructions from the teacher. The teacher could say “Describe a fun birthday party,” “Think of the word wave - what are two ways you can use the word wave in a sentence,” “If you could take a train to go somewhere, where would you go?,” “What are the things you like to play?,” or “What is your favorite cupcake?” Make sure to write the long a important words that you use on the board for later reference. <p>COMPREHENSION</p> <ul style="list-style-type: none"> • Have class do exercise on Page 26
<p>LESSON 9 Page 8</p> <p><u>Lesson Focus</u></p> <p>SIGHT WORDS, TRICKY WORDS, AND OTHER WORDS IN THE STORY</p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Sing the song from the book. • Teacher: We are studying the long a sound, which is when you hear the vowel name a in the word, like in <i>Jake</i> and in <i>made</i>. Today we are going to practice hearing the beginning, middle and ending of long a words. What is the beginning sound in the word LAKE? (Students answer /l/.) What is the middle sound in the word LAKE? (Students answer /ay/.) What is the ending sound in the word LAKE? (Students answer with /k/.) Repeat with: MATE, PAIN, LAKE, WAVE. <p>Accuracy & Fluency</p> <ul style="list-style-type: none"> • Teacher directs students to a certain page. • Teacher reads page first, while students follow along. • Teacher reads the page again with students. • Students choral read. • Optional step: Students practice reading the page with an elbow partner. • Students have a few minutes to try the page independently. • Teacher calls on 3-4 volunteers to read the page. <p>Comprehension</p> <ul style="list-style-type: none"> • Let class do exercise on PAGE 27
<p>LESSON 10</p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Sing the song from the book.

Pages 9-12

Lesson Focus

**INTRODUCTION TO
STORY AND FIRST
PART OF STORY
READING**

- Teacher: "When you hear the name of a vowel in a word, that is called the long vowel sound, like in the word *wave* and *home*. This week we are going to focus on the long a sound, so words where you hear the /ay/ sound, like in *taste* and *shape*. When I say a word, I want you to repeat back the one that has the long a sound. GATE or meet (students respond with 'gate'); home or TAKE (students respond with 'take'); pig or TRAY (students respond with 'tray'); TASTE or bug (students respond with 'taste')."

Accuracy & Fluency

- Before reading students should skim the pages and examine the cover to make predictions about the upcoming story.
- Activate prior knowledge by having students discuss what they already know about LAZY PEOPLE.

BEFORE READING

- Have the children read out the title aloud. Ask the students if they notice familiar words in the title.
- Talk about the title, the author, artist and the pictures on page 9
- Compare with picture on the book cover, and ask what it tells them about the story.
- Look at the pictures in the story together,
- Ask the learners to tell you what they think the story is about

DURING

- First read the DAYS SECTION aloud for the children before asking them to read for you. As you read, change voices during dialogue... and act out certain words.
- After reading, Ask the learners to re-read the section of the day aloud
- When it is their turn to read aloud, let them read at their speed.
- Encourage learners to point to words as they read, matching each spoken word with the corresponding written word.
- When they hesitate on a word, say out the tricky word and then have them repeat it on their own. (suggested time 10-15 minutes).
- Optional step: Students practice reading the page with an elbow partner.
- Students have a few minutes to try the page independently.
- Teacher calls on 3-4 volunteers to read the day's selected pages.

Vocabulary

- Use Frayer model for the word **train**. On the board, label the four boxes: Describe a train, draw a train, use *lady* in a sentence, and write 4 other words that have the 'ai' long a sound pattern.

- Extension activity: After reviewing the Frayer models, write on the board “I can train my dog to do the trick.” Ask: “What does the word *train* mean in this sentence?” After discussing that one, write the sentence “The wedding dress had a long train.” Discuss how this use of train is again different than the one in the story.

What is train?	Use train in a sentence
Write four words with ‘ai’ pattern	Draw a train

COMPREHENSION

- After reading the page, ask students to independently think about what has happened in the story so far. How did it begin, what has happened since the beginning, and what happened on the page. Tell students to draw 3 large boxes on a page. Tell them to write sentences or draw pictures to show 3 things that have happened in the story up to that page.
- Ask class to complete exercise on **PAGE 28**

LESSON 11
Page 13-15

Lesson Focus

READING MIDDLE PART OF STORY

Phonemic Awareness

- Sing the song from the book.
- Teacher: Remember, the long a sound is when you can hear the letter name in the word, like in (emphasizing the a sound) *shape, place, taste, made, and gate*). Today I am going to say 2 words to you. If they rhyme, give a thumbs up. If they don’t give a thumbs down. Remember: rhyming words end the same. These will all have long a’s, but listen to the ending sound. Ready? WAVE and SAY. (Wait for thumbs up or down. Thumb down.) TAKE and RAKE. (Wait for thumbs up or down. Thumb up.) EIGHT and PLAY. (Wait. Thumb down.) MAY and WAY. (Wait. Thumb up.). BAY and TAKE. (Wait. Thumb down.)

Accuracy & Fluency

- Teacher directs students to a certain page.
- Teacher reads page first, while students follow along.
- Teacher reads the page again with students.
- Students choral read.
- Optional step: Students practice reading the page with an elbow partner.
- Students have a few minutes to try the page independently.



	<ul style="list-style-type: none">• Teacher calls on 3-4 volunteers to read the page. <p>Comprehension</p> <ul style="list-style-type: none">• After reading the page, ask students to independently think about what has happened in the story so far. How did it begin, what has happened since the beginning, and what happened on the page. Tell students to draw 3 large boxes on a page. Tell them to write sentences or draw pictures to show 3 things that have happened in the story up to that page. <p>Exercise 2:</p> <ul style="list-style-type: none">• Put a YES sign on one wall, and a NO sign on the other wall. After reading the story, ask children to go to the YES or NO wall to practice comprehension. Teacher: "Cain is lazy." After students arrive at the wall, teacher asks "How do you know?" The answer can be from today or from days past. Continue and repeat: "Jake made the cakes," "Jake and Mary are good friends to Cain," "The cakes taste bad," and "I have made a cake for someone's birthday." (Preface the last one so students know that the answer may vary based on personal experience.)
<p>LESSON 12 Pages 16-19</p> <p><u>Lesson Focus</u></p> <p>READING LAST PART OF STORY</p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none">• Sing the song from the book.• Teacher: We are studying the long a sound, which is when you hear the vowel name a in the word, like in <i>Jake</i> and in <i>made</i>. Today we are going to practice hearing the beginning, middle and ending of long a words. What is the beginning sound in the word WAVE? (Students answer /w/.) What is the middle sound in the word WAVE? (Students answer /ay/.) What is the ending sound in the word WAVE? (Students answer with /v/.) Repeat with: PLAY, PAIN, STAY, GATE. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Students have time to independently read and review the story for pleasure. <p>Vocabulary</p> <ul style="list-style-type: none">• Assessment: Have the students label a paper 1-10. Write 10 of the important words on the board that the students will use. Read a sentence, and the students write down the important word that completes the sentence on the paper. For example, the teacher could say "When you come to school 10 minutes after it starts you are ...!" The students can write the word that it would be, or they can consult the list if they need support.<ul style="list-style-type: none">○ Remember, this is a vocabulary assessment, so it is assessing knowing the <u>meaning</u> of words, not the spelling. If a student writes "layt" (late) for the answer to



	<p>the sentence, it would still be considered correct. If a teacher sees widespread errors in spelling, he or she should re-teach the missing concept during another lesson.</p> <p>COMPREHENSION</p> <ul style="list-style-type: none"> • Have class do exercise on Page 21
<p>LESSON 13 Student read</p> <p>Lesson focus</p> <p>INDEPENDENT READING OF FULL STORY BY CLASS</p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Sing the song from the book. • Teacher: “When you hear the name of a vowel in a word, that is called the long vowel sound, like in the word <i>wave</i> and <i>home</i>. This week we are going to focus on the long a sound, so words where you hear the /ay/ sound, like in <i>taste</i> and <i>shape</i>. When I say a word, I want you to repeat back the one that has the long a sound. CAPE or meet (students respond with ‘cape’); home or RAKE (students respond with ‘rake’); pig or SHAPE (students respond with ‘shape’); LATE or bug (students respond with ‘late’).” <p>Accuracy & Fluency</p> <ul style="list-style-type: none"> • Students have time to independently read and review the story for pleasure. <p>Comprehension</p> <ul style="list-style-type: none"> • Teacher: “When I say a word from the story, I want you to raise your hand and tell what it makes you think of.” Use any word that has already come up in the story, and make sure to call on 2-3 people for each word to explain their thinking. Useful words would be: eight, train, lazy, rain, date, birthday, prayer, take. <ul style="list-style-type: none"> • Have class do exercise on PAGE 22
<p>LESSON 14 Skills test</p> <p>Lesson focus</p> <p>USING NEW SKILLS TO DECODE NEW WORDS WITH SIMILAR SOUND</p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Sing the song from the book. • Teacher: Remember, the long a sound is when you can hear the letter name in the word, like in (emphasizing the a sound) <i>shape, place, taste, made, and gate</i>). Today I am going to say 2 words to you. If they rhyme, give a thumbs up. If they don’t give a thumbs down. Remember: rhyming words end the same. These will all have long a’s, but listen to the ending sound. Ready? RAKE and GATE. (Wait for thumbs up or down. Thumb down.) RAIN and PAIN. (Wait for thumbs up or down. Thumb up.) EIGHT and LATE. (Wait. Thumb down.) MAY and DAY. (Wait. Thumb up.). TRAY and DATE. (Wait. Thumb down.) <p>Accuracy & Fluency</p> <ul style="list-style-type: none"> • Students have time to independently read the new words ON



	<p>PAGE 29 and 30</p> <p>Comprehension</p> <ul style="list-style-type: none">● Assessment: Students answer the following questions for comprehension: What characters did we see in this book? Why was that day special? What did the children eat? How did the children get to Cain's? What happened at the end of the book?<ul style="list-style-type: none">○ This assessment can be given in many ways. The way to assess the most children at once would be to ask students to record the answers in a notebook. Not all ages and grade levels will be ready for that, so students can also talk to a partner, or the teacher can make it a group discussion. That being said, pay close attention to the students raising their hand to participate, make sure to call on a variety of students, and ask students to share as much as possible.
<p>Day 15 Teacher wrap up</p> <p>Lesson focus IRREGULAR PATTERNS THAT MAKE 'EY' SOUND</p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none">● Sing the song from the book.● Teacher: We are studying the long a sound, which is when you hear the vowel name a in the word, like in <i>Jake</i> and in <i>made</i>. Today we are going some irregular patterns that also make the Long A sound.● WHAT TO SAY: They are called irregular because they make the ey sound even though they don't follow any patterns we have learnt so far.● Sometimes the letter might not even appear in the words completely● Here are some examples● EIGH....as in Eight, EA as in great and Dead, ey...as in They and hey, ie....as in friend, and ei as in vein.● Ask class to give you any words with irregular pattern they might know. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Teacher asks class to open to page 31● Teacher will read the words on the page while children read after him● Students choral read words after teacher● If the time allows, teacher might then read the whole story once again enthusiastically, for students' enjoyment. <p>Comprehension</p> <ul style="list-style-type: none">● Teacher: "Please turn towards your elbow partner. Today we read the page where Jake and Mary meet Cain. Talk to your partner about what happened when Jake and Mary got to the house." Give students a few minutes to discuss, then ask a few pairs to share out. Continue, and repeat: "Who is your favorite character in this book so far?," "What do you do for your



birthday?,” “How do we know that the children like the cakes?,” “Does Cain live far or close? How do you know? Think about what we read yesterday.”

- EXERCISE: Teacher may have students draw their favorite part of the story or COLOUR IN the image on Page 32 and label the characters .

Critical thinking notes:

- Critical thinking is a relative idea and since this is a book for younger children, the critical thinking activities will look different. Because of the nature of this book, the real instructional material is based on learning the long a sound, and not necessarily in the plot of the book. In that vein, students being able to recognize, sort, and manipulate the long a sound, as well as learn and apply words to different scenarios (like train) is a hugely important critical thinking skill.
- Making connections is also a strand of critical thinking. Having students think about their own birthdays or birthdays for others, explain their thinking, or state their opinions is critical thinking as well.

Notes on struggling readers:

- The main objective of this book is to provide students with multiple ways to make the long a sound. Even the vocabulary and comprehension sections revolve around students practicing with the long a sound.
- If students are having trouble remembering which long a spelling to use, please do not stress. Students will learn which a sound to use the more they read and are exposed to print. Try to avoid asking kids to spell a long a word from a list at random without giving them some guidance. For example, if you want students to practice using a-consonant-silent e, then direct them to practice writing words using that rule. If you want students to practice using ay, then direct them to practice using just that rule. The more important part of working with this book is helping kids know how to decode long a sounds in multiple ways.
- If students are having trouble **decoding** long a words, keep practicing the sound. It may take a while for students to catch on, but they need lots of practice outside of the actual reading of the book. If needed, do more practice of the activities in the phonemic awareness and alphabetic principle section of the plan. If students are having trouble decoding words in the story besides long a words, consider revisiting skills from the short vowel series, and maybe review sight words from the story daily before reading.
- If students are having trouble **comprehending** this story, allow them to use the book to support their retelling efforts. Consistently reviewing what happened on days prior, as well as what happened after reading will support comprehension, as well as keeping a daily class chart with important story events.