Stage: Full Alphabetic
Skill Level:

Skill Level: For students to read this book independently with the support of the lesson they need to be able to:

- Read Consonant Vowel Consonant (CVC words), also called closed-syllable words.
- Have phonemic awareness for 3-4 sounds.
- Pronounce beginning s-blends: (bl, fl, gl, cl, pl)
- Recognize high-frequency words: *likes, his, a, of, in, play, on, with, blue, white, and, red*
- Use the illustrations to confirm what a word says.
- Participate in a guided reading of the book with the teacher.

Lesson Guide

**Activity 1 Explore Book Cover**

Read the title with students.
Identify the character with evidence from the title and the picture.
Ask students if they recognize the character Rashid from other books.
Predict what the book will be about. (*Model: I think it will be about a boy named Rashid who finds things that begin with an l-blend.*)

**Activity 2 Learning to Hear and Pronouncing L-Blends**

Refer to the Word Scientists website before starting the lesson to learn how to teach the individual sounds that make up an l-blend. This includes the following sounds: /l/, /b/, /p/, /g/, /f/, and the sound /k/ spelled with a c.

**L-Blend Pronunciation**

- Name pictures on page 2 with students.
- Say the name of a vocabulary word with an l-blend and have students point to the picture.
- Slow down pronunciation and stretch out the consonant /l/ sound in each blend: b-lll (blanket), f-lll (flowers), etc.
- Write the l-blends on the board and have students feel their lips, teeth and tongue move from sound to sound. Exaggerate the /l/ sound: b-lll, f-lll etc.
Phonemic Awareness
Segment the words into individual sounds, lifting one finger as you say each sound. Say each sound in the following one-syllable words with an l-blend.
4 -sound words: b-l-o-ck, g-l-a-ss ,c-l-a-ss, f-l-o-ck, p-l-a-ne (pronounce the long a sound in the word plane), sh-ee-p.
Sound-by-sound blending:
b-l-o-ck
g-l-a-ss
c-l-a-ss
f-l-o-ck
sh-ee-p
Remind students that we spell the ending sound /k/ after a short vowel with two letters -ck. This is a digraph because it is two letters that spell one sound. Sh- is also a digraph. At the end of words we double the letter s for the sound /s/. The long vowel sound of e is spelled with the vowel digraph ee. This should be familiar to students from the name of the character Deepa and other words they have read before.

Activity 3 Reading of High-Frequency Words

Practice using the high-frequency words: likes, his, a, of, in, play, on, with, blue, white, and, red
• Write each carrier phrase on the board: Rashid likes ________.
• Read the phrase out loud and ask students to repeat it.
• Fill in the blank with a word the students know and/or pictures on page 2. Example: Rashid likes ________.
• Point to his classroom and repeat the phrase: Rashid likes his classroom.
• Ask students to repeat the sentence.
• Use pictures on page 2 to complete the carrier phrase with other pictures.
  • A ________ of _________. A glass of ____________ (milk, water, juice)
  • A piece of __________(bread, cake, chalk).
  • A bit of __________(rice, soup).
• Use color words: red, blue, and white. The blue bird is __________ and __________. (blue and white)
  The flowers are ___________(red).

Activity 4 Guided Reading of the Book

After the students have practiced the carrier phrases with the high-frequency words, guide them in reading each page of text with you the first time. Students who are more capable can read on their own. Ask the questions on each page. If students answer with one or two words, model a complete sentence and let the student try to repeat it.

Page 3 Text: Rashid likes his classroom.
Tell students:
- Let’s read the part of the sentence we know together: Rashid likes ______.
- What do you see in the picture? (classroom)
- Watch me divide this big word into two smaller words: class-room.
- Sound out the first word: c-l-a-s-s
- What sounds do you hear at the beginning of the word class? (/cl/-/l/). How do we spell the sounds in the blend? (letters cl). Write the spelling cl on the board.
- The second part of the word begins with which sound? /r/ and it ends with the sound /m/. The vowel in the middle we pronounce with very round lips. Have students repeat the /oo/ sound.
- Put the 2 words together: classroom.
- Read the sentence with me.
- Now read the sentence to me.

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Page 4 Text: Rashid likes a flock of sheep.

Tell students:
- Let’s read the part of the sentence we know together: Rashid likes ______.
- Sound out the next word: f-l-o-c-k.
- What does the last word say? Let’s sound it out. sh-ee-p.
- Does it make sense with the picture? (a flock of sheep)
- A flock of sheep is a group of sheep that stay together.
- What sounds do you hear at the beginning of the word flock? (/fl/-/l/). How do we spell the sounds in the blend? (letters fl). Write the spelling fl on the board.
- Infer: Where is Rashid in the picture? (maybe he’s on a farm or in the countryside)
- What is your evidence that he is on a farm? (I can see sheep, a fence, and a lot of open land.)
- Read the sentence with me.
- Now read the sentence to me.
Rashid likes a blue and white bird.

Tell students:
- Let’s read the part of the sentence we know together: Rashid likes ______.
- What do you see in the picture? (a bird)
- What color is the bird? (blue and white).
- What sounds do you hear at the beginning of the word blue? (/b/-/l/). How do we spell the sounds in the blend? (letters bl). Write the spelling bl on the board.
- Where did Rashid find the bird? (answer may vary)
- Read the sentence with me.
- Now read the sentence to me.

Rashid likes a glass of milk.

Tell students:
- Let’s read the part of the sentence we know together: Rashid likes ______.
- What do you see in the picture? (a glass of milk)
- What sounds do you hear at the beginning of the word glass? (/g/-/l/). How do we spell the sounds in the blend? (letters gl). Write the spelling gl on the board.
- Point to the glass. Point to the table.
- Read the sentence with me.
- Now read the sentence to me.
Page 7 Text: Rashid likes a plane in the sky.

Rashid likes a plane in the sky.

Tell students:
- Let’s read the part of the sentence we know together: Rashid likes ______.
- What do you see in the picture? (a plane)
- What sounds do you hear at the beginning of the word plane? (/p/-/l/). How do we spell the sounds in the blend? (letters pl). Write the spelling pl on the board.
- Where is the plane? (in the sky)
- Read the sentence with me.
- Now read the sentence to me.

Page 8 Text: Rashid likes red flowers.

Rashid likes red flowers.

Tell students:
- Let’s read the part of the sentence we know together: Rashid likes red ______.
- What do you see in the picture? (flowers)
- What sounds do you hear at the beginning of the word flowers? (/fl/-/l/). How do we spell the sounds in the blend? (letters fl). Write the spelling fl on the board.
- Where is Rashid in this picture? (answers can vary)
- Read the sentence with me.
- Now read the sentence to me.
Page 9 Text: Rashid likes to sit on a blanket.

Tell students:
- Let’s read the part of the sentence we know together: Rashid likes to sit on a ______.
- What do you see in the picture? (a blanket)
- What sounds do you hear at the beginning of the word blanket? (/b/-/l/). How do we spell the sounds in the blend? (letters bl). Write the spelling bl on the board.
- Watch me divide the word blanket into two syllables or parts blan/ket. Sound out each syllable. Then blend the two syllables together back into a word.
- What is Rashid doing? (maybe he’s going to have a picnic)
- Read the sentence with me.
- Now read the sentence to me.

Page 10 Text: Rashid likes playing with blocks.

Tell students:
- Let’s read the part of the sentence we know together: Rashid likes to play with  ______.
- Sound out the word: b-l-o-c-k-s
- What do you see in the picture? (blocks)
- What sounds do you hear at the beginning of the word blocks? (/b/-/l/). How do we spell the sounds in the blend? (letters bl). Write the spelling bl on the board.
- What sound do you hear at the end of the word? /s/ 
- Show students that the /s/ sound at the end of the word stands for the plural-s marker which means more than one block. Write a word sum on the board: block + s → blocks. Say: block + s is rewritten as blocks. It means more than one.
- What other word on the page has an l-blend? (play)
- Read the sentence with me.
- Now read the sentence to me.
• Ask students to go back in the book and find another plural word. (flowers)
• Write a word sum for flowers: flower + s → flowers.
• Ask: Are there more flowers or more blocks? Ask students to count how many blocks they see. Estimate how many flowers.
• How many different colors of blocks are there? (4)
• Name the colors of blocks. (green yellow, red, blue)

**Activity 5 Reread the text for fluency. My Turn, Your Turn.**

The teacher reads a page of text, and then the students read the same text. Reread the whole book alternating turns. Have students read the book a third time on their own so they can sound out the new words as necessary.

**Activity 6 Partner Reading**

Break students into pairs. Make sure each pair of students has a copy of the book. Instruct students to read the whole book with their partner. First, Student #1 should read each page of the book, pointing to each word as he/she reads it. Next, Student #2 should reach each page of the book, pointing to each word as he/she reads it. Encourage students to help each other if they cannot remember a word. Walk around the room and check the progress of each student, correcting errors as necessary. Another way to partner read is for students to alternate reading pages.

**Activity 7 Word Sort**

Preparation: Before the lesson, cut out the pictures provided at the end of the book. This page includes only the pictures of things that begin with l-blends.

Instructions: Begin this activity by asking the students to name all of the pictures as you hold them up one by one. The first time, demonstrate how to sort the pictures under the correct l-blend spelling header. Then, ask each pair of students to turn to the page of the book which shows a chart with columns that spell each different l-blend. Model the activity to hear the differences between the s-blends.

- Draw a larger version of the T chart on the board.
- Hold up a picture of a blanket.
- Ask students: What is this? (a blanket)
- Ask students: What is the blend you hear? (/bl/)
- How do we spell the blend in blanket? (bl)
- Use tape to place the picture of the sky under the bl column.
- Say: blanket begins with the bl blend so it goes under the header bl.
- Have students name all the pictures in a column each time a new picture is added. Students work in pairs to complete their own charts. Walk around the room checking progress and correcting errors as necessary.

Note: You can also give students one set of materials (a picture page and a sorting chart) and have them work with a partner to complete one sort.

**Group check:**
After students complete their work...

- Hold up each picture one by one and ask students the same questions as in the model.
  - What is this?
  - What is the blend you hear?
  - What letters spell that blend?
  - Use tape to place the picture in the correct column on the board (model chart)
- Ask the pairs to check that they put their pictures in the correct columns.
Activity 8 Assessment

- Watch students read the book and point. Observe if they are pronouncing each blend correctly. Mark down any errors.
- Check to see if students can read the high-frequency words out of the text: likes, his, a, of, in, play, on, with, blue, white, and, red
- Ask students to spell closed-syllable words (short vowels) that have the l-blends: block, flock, glass, class