Stage: Full Alphabetic
Skill Level:

Before Reading Activity

THE ELEPHANT BIRD

About lessons in Stage 2/Full alphabetic phase of word learning:

Purpose: Post and read these statements with students to set a purpose for reading.

I can use strategies to sound out words I don’t know.
I can use the pictures after I read the words to help me understand what happens in the story.
I can retell parts of a story.
Materials: Print the vowel letters in red or a different color from the consonants.

Letter cards for Chain A (c,r,a,ck, o, s, t, m) and Chain B (m, u, ch, n, p, f, i, t, l, a, s) or wipe-off board and marker.

Color copy of the book on the computer screen.

Individual black and white copies of the book for the students.

Sequence words (first, next, then, after that, finally) and connecting words (but, so, because).

High-Frequency Words printed on cards or in sentence frames: and, the, a, baby, finds, by, of, they, with

Lesson Guide

Activity 1 Predicting Using Title and Cover Illustration

Before doing this activity become familiar with the demonstration and explanation for Exploring the Book Cover activity.

Read the Title (Sarita Finds a Big Egg) with students. Then look at the illustration on the cover to have students predict what the story is about. Help students to think about what the title and the picture help us predict about the characters and the setting called.

Predict: Who are the characters? (I see a girl, and I think her name is Sarita because the title has the name Sarita in it.)

Predict: What is the setting? (Sarita seems to be in a forest.)

Predict: What is the character doing? (She is looking at a big/giant egg in a nest).

Predict: What do you think will happen in the story? (e.g., Maybe a big bird will hatch out of the big egg.)

How do you know? (The title says Sarita Finds a Big Egg. Baby birds come out of eggs.)

Think-aloud: Say: I see Sarita in the forest. She is looking at a giant egg and she looks surprised. I predict that the egg will hatch and a big baby bird will come out because the title says Sarita Finds a Big Egg and I think what’s inside will be big.

Identify the characters with students on page 2.

Activity 2 Word Work: Sounding Out Words and Recognizing Words

Before students read the book on their own practice these activities to prepare them to read the words accurately. Use pictures from the book or that you draw to give meaning to the words that will be practiced.

Phonemic Awareness

Point a finger for each sound you hear in a word.

Words with 3 sounds: big, tap, pop, cheep (ch-ee-p), kick
Words with 4 sounds: munch (m-u-n-ch), hops, dust, skip, naps
Words with 5 sounds: cracks, flaps, chomps (ch-o-m-p-s), stamp, stomp

Sound-by-sound blending
Write the first letter of the word on the board and have students say the sound. Write the second letter and have students say the sound. After students pronounce the first vowel, blend the vowel and the consonant(s) that came before it together. Then continue to have students pronounce the last consonant sound(s) and then blend all the sounds of the word together (kick, skip, munch, flaps, cracks, chomps, munch, stamp).

Word Chain
Use letter cards:
Before doing this activity become familiar with the demonstration and explanation for Word Chain activities.
Word Chain A (Letters: c,r,a,ck, o, s, t, m)
Word Chain B (Letters: m, u, ch, n, p, f, i, t, l, a, s)
In the word chain activity students learn to listen for a one sound change as the teacher says the next word in the chain. Students will listen for a change in one sound, the addition of a sound, or the deletion of a sound. They respond by making the change of letter(s) to represent the change of sounds.
Announce the first word for students to spell. After students spell the first word, say the following: “You are going to listen carefully to how I change each word by just one sound. You can only change one sound each time to spell a new word.”
Follow the steps for each word chain. Try to show a picture or explain the meaning of any words students don’t know. Connecting spelling to meaning will help students to recognize words faster when they see them in print.

Word Chain A (Letters: c,r,a,ck, o, s, t, m)
Say to students: Spell crack.
Say: Change crack to crock.
Say: Change crock to rock.
Say: Change rock to sock.
Say: Change sock to stock.
Say: Change stock to stop.
Say: Change stop to stomp.

Crock: a pot made out of clay
Stock: the products found in a store
Stomp: step hard with your foot
Stamp: step hard with your foot, also is postage for a letter

Word Chain B (Letters: m, u, ch, n, p, f, i, t, l, a, s)
Say to students: Spell much.
Say: Change much to munch.
Say: Change munch to punch.
Say: Change punch to pun.
Say: Change pun to fun.
Say: Change fun to fin.
Say: Change fin to fit.
Say: Change fit to flit.
Say: Change flit to flat.
Say: Change flat to flap.
Change flap to flaps.

Munch: to chomp on food, chew
Pun: play on words
flit: to move from place to place

High-Frequency Words
Word Cards: baby, finds, they, of, by, the
Before doing this activity become familiar with the demonstration and explanation for High Frequency
Word activities.
Write the sentence and leave blanks to fill in the words that will change. Use pictures in the book on page 2 and 4.

• Ask: What does Sarita find?
  Sarita finds a __________(tree, bird, nest) by the __________(nest, tree) Sarita finds an __________(egg).

• A bag of ___________. (sand, dirt, food, rocks)
• Call up 2 students to do different actions (hop, jump, clap, laugh, dance). Ask students: What are they doing? Then read the words in the carrier phrase with students and have them add in the action verb.
  They are __________. (hop, jump, clap, laugh, dance, skip)
Example: They are dancing.

Phoneme-Grapheme Map for Blends and Digraphs
  Tap out the sounds in the word.
  Guide students to think of how to spell each sound in the word.
  After spelling the word in the sound blocks, then have students write the whole word again in the space or in line that follows.

Each space is a sound block. Only one sound can be printed in each space.

• Note that digraphs: ck, and ch, occupy one sound because they spell one sound.
• Guide students to hear both sounds in the beginning or ending blends (st, -mp, cr-, st-, -rk).
• The sound of the tr- blend is /chr/.
• The long vowel sound /e/ is spelled with a vowel digraph -ee. It only uses one space because it represents one sound.

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<td>a</td>
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• The word find has a long vowel pronunciation and the letter i says its name. Other words with this spelling pattern are: kind, mind, wind, bind, hind, rind

Activity 3 Individual Reading with Feedback from Teacher

Let students try to read the words in the book on their own. This allows students to apply their decoding skills to read the unfamiliar words in the book. The teacher can listen to one student read at a time and give each student individual help as needed with their pronunciation. When a student makes an error on reading a word, help that student to sound out the word and then blend the sounds back together. Try not to tell the word to the student, instead help the student sound it out.

Activity 4 Second Reading of Book: Do a choral reading of the book with students

My turn, Your turn. The teacher reads a line from the text and the students follow in their books and point to each word as the teacher read it. Next, the students read the same sentence. Look to see if students are pointing to each word.
Example:
Teacher says: My turn: Sarita finds a big egg.
Teacher says : Your turn
Students read: Sarita finds a big egg.
Activity 5 Third Reading of Book: Oral Language Practice and Comprehension

Introduction of Close Reading of Text
Reread each page of the text with students. Guide students to understand the story and make inferences with help from the illustrations. Ask questions or do a think-aloud to help students understand what words mean or how an illustration helps us understand about the story. Ask questions that require inferences based on careful attention to the text or pictures. Ask text-dependent questions that help guide students to understand the author’s meaning. Important steps in the close reading process are:

- Students answer questions and reread parts of the book to show the evidence for their answers to the questions the teacher asks. For example, “Read me the words that tell what the baby bird sings.” (page 5, “Cheep, cheep, cheep.”)
- Help students make inferences about what happens in the story, how the characters’ feel or what they are thinking. The teacher guides students to tell why something happens using the words and pictures as evidence to support their inference. What do you think Sarita is thinking when she sees the big giant egg? (I think she wonders what is in it.) How does Sarita feel when she sees the big egg? Guide students to notice her expression. (She looks surprised.) What did Sarita and the baby bird do together? (They were dancing, skipping, and running.)
- Ask questions that have the student react to the story. How would you like to have a big baby bird? How would you feel scared if you found such a big egg?
- Ask questions at different English oral language levels to encourage the participation of all students including those students that are not yet speaking in English. (For example: Point to the pile of apples.) Students can respond by pointing to what they can understand or acting out the meaning of a word or event. For students at oral language level 2: Ask questions that can be answered directly in the text or by looking at the pictures. Oral language level 3: Model how to answer a question that requires an inference by looking for clues in the pictures or text.

Text-Dependent Questions
On each page there are questions for students who are at different levels of English language development.

- After one student gives an answer to a question, the teacher repeats the correct answer in a complete sentence. Then have all the students repeat the answer.
- Ask the students who gave the answer to show the other students where the answer came from in the book or picture.
- Have students turn to each page before asking the questions.

Page 3 Text: Sarita finds a big egg.

Sarita finds a big egg.
Oral Language Level 1:
Point to the Sarita. Point to the egg. Point to the nest. Show me how Sarita feels when she sees the egg.

Oral Language Level 2:
What does Sarita find in the forest? (Sarita sees a big egg in a nest.)
How do you think Sarita feels? (She feels surprised.)
What is your evidence that she feels surprised? (Her face looks surprised.)
What is Sarita thinking? (She wonders what is inside the egg.)

Academic language frame: Sarita feels ___________ because ______________.
Example: Sarita feels surprised because she finds a big egg.

Oral Language Level 3:
What’s the set-up (character and setting) of the story? Teacher Models: One day, Sarita is walking in the forest. She finds a very big egg in a nest. She goes closer to the egg and sits down. She is surprised to see such a giant egg.
Model future tense:
What did you predict will happen next? (Maybe the egg will crack open. The egg will hatch)

Page 4 Text: Tap, tap, pop! The egg cracks!

Oral Language Level 1:
Point to the cracked egg. Point to the baby bird.

Oral Language Level 2 & 3:
What sound can does Sarita hear coming from the egg? (tap, tap, pop)
What happens next? (The egg cracks open and out pops a baby bird.)

Teacher Models talking about the initiating event of the story (something unexpected that happens):
Say: All of sudden, Sarita hears tap, tap, pop. Then the egg cracks open and out pops a baby bird.
She is excited to see a big baby bird.
How does Sarita feel when the egg cracks open? (excited, happy, thrilled)

Academic Language Frame: Sarita feels ______________ because ______________.
Page 5 Text: *Cheep, cheep, cheep!* The big baby bird flaps and sings.

“Cheep, cheep, cheep!” sings the baby bird. The big baby bird flaps its wings!

Oral Language Level 1:
Point to the big baby bird. What does the big baby bird say? (cheep, cheep, cheep)

Oral Language Level 2:
What happens next? (The big baby bird flaps and sings.)
How do you know? (Read the words in the text.)

Oral Language Level 3:
INFER: What do you think the baby bird is thinking? (The bird is thinking, “Maybe that is my mom.”)

Page 6 Text: Munch, munch, munch. The big baby bird chomps on apples.

Munch, munch, munch. The big baby bird chomps on apples.

Oral Language Level 1:
Point to the pile of apples.

Oral Language Level 2 & 3:
What happens next? (Sarita picks apples for the big baby bird to eat.)
What does the word *munch* mean in the story? (The bird chews on the apples.)
What does the word *chomp* mean in the story? (The bird chews loudly on the apples.)

*Munch* and *chomp* mean almost the same thing.
Stamp, stomp, stamp! The big baby bird dances with Sarita.

Oral Language Level 1:
Show me what Sarita and the baby bird are doing.
Oral Language Level 2 & 3:
What does the author mean by stamp, stomp, stamp? (The big bird makes a loud sound as it dances. It stomps or stamps its big feet.)
Retell the story events in sequence.
Sarita finds a big egg in the forest.
All of a sudden, the egg cracks open and a big baby bird pops out.
First, the bird sings to Sarita.
Next, the bird eats some apples.
Then, Sarita and the bird dance.

Sarita hops on the big baby bird. They kick up the dust as they skip and run. “This is fun! Yells Sarita.

Oral Language Level 1:
Point to who is running.
Are Sarita and the bird running fast or slow?
Show me what Sarita and the bird are doing?
Oral Language Level 2 & 3:
How does Sarita feel? (She feels happy, excited).
How do you know? (Look at her expression and what she says.)
What does Sarita yell? (This is fun.)
Academic Language Frame: Sarita feels ___________ because _______________.
(Example: Sarita feels excited because she is having fun riding on the big baby bird.)
What does the author mean by "kick up the dust?" (They run so fast they kick up the dirt on the road.)
Page 9 Text: Sarita naps with the big baby bird by the trunk of the tree.

Sarita naps with the big baby bird by the trunk of the tree.

Oral Language Level 1:
Show me what Sarita and the big baby bird are doing.
What sound do they make?
Oral Language Level 2 & 3:
Why do Sarita and the big baby bird take a nap? (They are tired from playing so much.)

Activity 6 Retell the Story

Teacher models and students practice a retell of story according to story grammar at the Action-sequence stage of story narrative development (set-up of story, events in sequence. Include some of the inferences made about the character’s feelings).

Directions:
First, the teacher models a retell of the story using the sequence and connecting words. Then, students can help the teacher retell parts of the story or fill in words when the teacher pauses.
Use the sequence words (first, next, then, after that, finally), feeling words (surprised, shocked, happy) and connecting words (because, all of a sudden) when you retell the story. These academic language words are bolded.

One day Sarita goes for a walk in the forest. She finds a big giant egg in a nest. Sarita is surprised because the egg is so big. She goes closer and sits down near the egg. All of a sudden, Sarita hears “tap, tap, pop” and then the egg cracks open and a big baby bird pops out! Sarita is happy to see a baby bird. First, the baby bird sings “cheep, cheep, cheep.” Next, Sarita picks apples for the baby bird to eat. The baby bird munches on the apples. Then, Sarita and the baby bird dance together. After that, Sarita gets on the back of the baby bird and they hop, skip, and run. They have fun together. Finally, they nap because they are so tired from having so much fun.

Students can practice retelling parts of the story. The teacher has the sequence words and connecting words on cards. Use the pictures from the story to help remember details of the story to retell.
The teacher can retell the story and pause to let students finish a sentence or idea.

One day Sarita goes for a walk __________ (in the forest). She finds a _________ (big giant egg in a nest). Sarita feels_________ (shocked, surprised) because_________ (the egg is so big). She goes closer and sits down near the egg. All of a sudden, Sarita hears “tap, tap, pop” and then the __________ (egg cracks open with a POP! ) Sarita is happy to see a baby bird. First, the baby bird sings ________ (cheep, cheep, cheep)." Next, the baby bird __________ (munches, chomps) on apples. Then, Sarita and the baby bird dance __________ together. After that, Sarita gets on the back of the baby bird and they ________ (hop, skip, and run ). They have fun together. Finally, they nap because ______________ (they are so tired from having so much fun.)
Activity 7 Oral Language Practice with High-Frequency Words

Word cards: and, the, big, baby, sees, a, for
Directions: Write the sentence frames on the board and have students take turns suggesting a word to complete the sentence. Then have students read the completed sentences for extra reading practice. Have students use the high-frequency words to complete the sentence frames.

Sarita _______ an egg. (sees)
The baby bird sings _______ hops with Sarita. (and)
big baby bird pops out of the egg. (the)
In the egg is ______ big _______ bird. (a, baby)
The baby bird is so _______. (big)
Sarita gets apples _______ the baby bird. (for)

Activity 8 Cut-Up Sentences

Before doing this activity become familiar with the demonstration and explanation for the Cut-up Sentences activity.
Directions: Prepare the sentences on a strip of paper and then cut the sentence into individual words, but leave the period with the last word of the sentence as a clue. It is helpful to write each sentence in a different color or on a different color paper so students don’t mix up the words from different sentences. Guide students to use strategies to put the words back in order to make sense.
The first clues students can learn to use are the uppercase letter for the first word in the sentence and the punctuation after the last word in the sentence.
The baby bird can hop.
The baby bird can run.
Sarita sees a big egg.
Run for fun!

Activity 9 Word Fluency Practice

Use the Decodable Word Chart on page 10 to review all of the short vowel words from the book. This will help students become more automatic at reading closed syllable words with a short vowel pronunciation.

Decodable Word Chart

<table>
<thead>
<tr>
<th>Long /e/ (ee)</th>
<th>Short /i/</th>
<th>Short /e/</th>
<th>Short /a/</th>
<th>Short /u/</th>
<th>Short /o/</th>
<th>Schwa /ə/</th>
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</thead>
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<tr>
<td>cheep</td>
<td>big</td>
<td>egg</td>
<td>tap</td>
<td>munch</td>
<td>pop</td>
<td>the</td>
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**Activity 10 Question for Discussion**

Prompt: Do you want to be Sarita’s friend? Tell me why or why not.
Model for students using the sentence frame how to state an answer with a reason.
Sample sentence from: I want to be Sarita’s friend because ____________________.
Examples:
“I want to be Sarita’s friend because she likes to have fun.”
“I want to be Sarita’s friend because she is nice to animals.”

**Activity 11 Draw and Write**

It is fine for students at this stage to draw their response to the story and try to spell some of the words they want to say about their picture. It is better for them to try to spell words by sounding out the word and using their letter-sound knowledge than just copying from the book.
Have the students draw a picture of Sarita and the big baby bird doing something together. It can be an example from the book, or students can think of a new idea. Suggest students make a speech bubble to say what they are doing and what they are saying.
Example: Sarita and the baby bird sing “Cheep, cheep, cheep!”

**Activity 12 Assessment**

Use the assessment to monitor students’ progress and find out any students need more practice with some of the vowel or consonant sounds.
Student Name _____________________________
Date____________
Ask students to reread the book. Note any errors on vowels or consonant pronunciations.
Ask students to read the following words printed on cards or from the chart below.

<table>
<thead>
<tr>
<th>stamp</th>
<th>dust</th>
<th>sings</th>
<th>flaps</th>
<th>stomp</th>
</tr>
</thead>
<tbody>
<tr>
<td>munch</td>
<td>chomp</td>
<td>cheep</td>
<td>skip</td>
<td>crack</td>
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</table>

**Total correct/10**

Record answers:
If the student sounded out the word before saying it write the letters with dashes (For example: m-u-n-ch or m-unch) in the box. Mark a (+) in the box to show they could sound out the word and blend it back together. If the student recognized the word without sounding it out then just make a (+) mark in the box. If the student did not read the word correctly then write a (0) in the box. Count the number of words read correctly and record it as _______correct/10.

Comment on vowel errors: ___________________________________
Comment on consonant errors: ________________________________