





LESSON 130

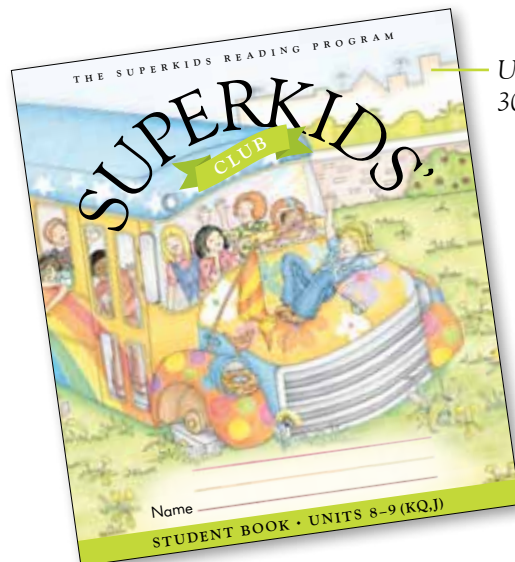
Comprehension and Fluency

Summary of Core Instruction

-  **Daily Routines:** Informal Assessment
-  **Step 1** Give practice matching pictures with a poem
-  **Step 2** Teach fluency
-  **Lasting Lessons:** Taking Your Time

Materials

Student Book for Units 8–9 (KQ, J)
Scissors and glue
String, masking tape, or chalk
Pocket Chart and Teacher Letter Cards
Student White Boards or handwriting paper



Use pages 30–31.

Student Objectives

Reading

Phonemic Awareness

Identify rhyming words

Phonics

Blend sounds to decode words

Vocabulary

Understand the meaning of *well* (as a hole for water)

Comprehension

Associate pictures with sentences
Sequence events
Recognize rhythm and rhyme

Fluency

Read a poem rhythmically

Listening and Speaking

Discuss taking your time



DAILY ROUTINES: Informal Assessment

Blending

Use Teacher Letter Cards for *a, b, e, g, j, m, o, t,* and *u*. Form *jam* in your Pocket Chart and have children read the word aloud. Change one letter at a time as shown and help children blend the sounds in each new word. Define *jab* (hit), *jot* (write down quickly), and *jut* (stick out).

jam change *m* to *b* (*jab*)

jab change *a* to *o* (*job*)

job change *b* to *g* (*jog*)

jog change *g* to *t* (*jot*)

jot change *o* to *e* (*jet*)

jet change *e* to *u* (*jut*)

Dictation

Say a word, give a context sentence, and ask children to write the word. Define *jest* (to joke).

jog jug jest just

Handwriting

Have children read the sentences aloud together before copying them.

I like to jump and skip. _____

Dad just likes to jog. _____



Step

1

Give practice matching pictures with a poem

Use *Student Book* pages 30–31, scissors, and glue.

Build background and vocabulary. Have children turn to pages 30–31. Explain that these pages show a book Ettabetta is making with a new rhyme about Jack and Jill.

Discuss with children what they know about the nursery rhyme “Jack and Jill.” Have them find Jack and Jill in the pictures on the bottom of page 31. Point out the well with the round stone wall and red roof in the last picture. Explain that before homes had sinks with running water, people like Jack and Jill would fill buckets with water from a deep hole in the ground called a *well*.

Have children cut out pictures. Tell children they can help Ettabetta finish her book by adding pictures to the pages. Have them cut out the pictures at the bottom of page 31, first cutting along the pink lines and then along the gray lines.

Help children read the poem and match pictures to each verse. Read aloud or call on a child to read aloud the verse on the first page of Ettabetta’s book. Point out that the words a character says can come before and after the part of the sentence that tells who said the words. Have children identify what Jill says in the first set of quotation marks before the phrase *said Jill*. (“*Quick*”) Tell them that Jill also says the words in the second set of quotations marks after *said Jill*. Read the words aloud.

Then have children find and hold up the picture that goes with the verse. Discuss details in the picture that show what is happening in the verse. Have children place the picture in the box above the verse. Read aloud and have children match pictures with the remaining three verses in the same way.

Have children glue pictures into place.

After children have placed all four pictures, check their work and correct it as needed. Then have them glue the pictures in place. Point out that the pictures show what happened in the poem in the order in which things happened.

Unit 9(J), Lesson 130

Unit 9(J), Lesson 130

30

31

Parents: Your child read a poem and then cut out and glued pictures above each verse to show the order in which events happened.

“Quick,” said Jack.
“Quick,” said Jill.
“Let’s get the bucket to the top of the hill.”

“Stop,” said Jack.
“Stop,” said Jill.
“The bucket is full and it will spill.”

“Help,” said Jack.
“Help,” said Jill.
as the bucket fell to the bottom of the hill.

“Huff,” said Jack.
“Puff,” said Jill.
“Let’s run back up to the top of the hill.”

Child cuts out pictures and glues them above the corresponding verses: Verse 1: Jack and Jill, both dry, with empty bucket; Verse 2: Jack and Jill at the well; Verse 3: Jack and Jill falling; Verse 4: Jack and Jill, both wet, with empty bucket.



Teach fluency

Use Student Book pages 30–31.

Discuss and model reading rhythmically. Have children look at Ettabetta’s “Jack and Jill” poem on pages 30–31. Point out that rhyming words and repeated words add to the poem’s rhythm, or beat. Have children follow along as you read aloud the first verse. Clap lightly to model the rhythm:

“Quick,” said Jack.

“Quick,” said Jill.

“Let’s get the bucket
to the top of the hill.”

Have children identify the rhyming words in the verse (*Jill/hill*) and the repeated words. (*Quick, said*) To show the impact of these words on the rhyme and rhythm, read the verse again, omitting the line “‘Quick,’ said Jill.” Ask children which reading they like better and why. (*Most will likely say they prefer the first reading because it includes a rhyme and has good rhythm.*)

Have children practice reading lines rhythmically. Read the verse aloud with children several times, until they can say it smoothly and rhythmically. You might want to clap lightly to help them stick to the beat. Repeat with one or more of the other verses.



LASTING LESSONS

Taking Your Time

Use string, masking tape, or chalk.

Remind children that Jack and Jill spilled their bucket of water. Discuss why the water spilled. (*Maybe Jack and Jill filled the bucket too full, or they tripped going down the hill.*) Point out that they may not have spilled the water if they had taken more time to fill and carry the bucket carefully.

Help children think of other things they should take their time to do and why going slowly is helpful in these situations. Point out, for example, the benefits of chewing their food thoroughly to avoid choking, carrying something carefully so they don’t drop it, speaking or writing carefully so others can understand them, brushing their teeth well to help prevent cavities.

Give children practice taking their time to do an activity well. Use string or masking tape to mark a winding path on the floor or draw a path on the playground with chalk. Have children walk the path slowly and carefully, making sure their feet always land on the line. Later, have them discuss their experiences with the activity. Throughout the rest of the unit, praise children who take their time to do a task well.











TEN-MINUTE TUCK-INS

Activities for Differentiating Instruction

Reinforce Decoding: Rhyming Words

Use Blackline Master 44.

Name: _____ SuperSkills Club Unit 9(J), Lesson 130 **44**

mill Jill bill		stick pick quick	
hill sill dill		pluck luck duck	
sock Jack back		muck stuck truck	
rock pack tack		lock clock rock	

Child circles *Jill, stick, hill, duck, Jack, truck, tack, lock.*

Distribute copies of Blackline Master 44. Read the words aloud with children and define any words they may not know. Then have them look at the words in the first box. Ask how the words are alike. (*All end in -ill. They rhyme.*) Ask which word describes the picture. (*Jill*) Tell children to circle the word *Jill*. Then tell them to read the rhyming words in each of the other boxes and circle the word that describes the picture.