

WORD-ATTACK SKILLS

Board Work

EXERCISE 1

ENDINGS BUILDUP

1. (Print in a column on the board:)

wash
spill
join

2. (Point to **wash**. Pause.) *What word?*
(Signal.) *Wash.*
 - (Repeat for **spill**, **join**.)
3. (Change the list to:)

washes
spills
join s

4. (Point to **washes**. Pause.) *What word?*
(Signal.) *Washes.*
 - (Repeat for **spills**, **joins**.)
5. (Change the list to:)

washed
spilled
joined

6. (Point to **washed**. Pause.) *What word?*
(Signal.) *Washed.*
 - (Repeat for **spilled**, **joined**.)
7. (Change the list to:)

washing
spilling
joining

8. (Point to **washing**. Pause.) *What word?*
(Signal.) *Washing.*
 - (Repeat for **spilling**, **joining**.)

9. (Change to the original list:)

wash
spill
join

- (Repeat steps 2–8 until firm.)

Individual test

(Repeat steps 1–8, calling on individual students to read all the words in the column.)

Student Book



EXERCISE 2

WORD CONVERSIONS

1. Open your Student Book to Lesson 32. ✓

1				
A	B	C	D	E
food	burn	benches	pointed	load
fold	barn	beaches	painted	loud

- Touch part 1. ✓
- 2. Touch the first word in column A. ✓
 - *What word?* (Signal.) *Food.*
- 3. Next word. ✓
 - *What word?* (Signal.) *Fold.*
- 4. (Repeat steps 2 and 3 for the words in columns B–E.)

EXERCISE 3

WORD READING

1. Touch the first word in part 2. ✓

2				
soiled	cooled	eaten	watched	pounded

- *What sound?* (Signal.) *oy.*
- *What word?* (Signal.) *Soiled.*
- 2. Next word. ✓
 - *What sound?* (Signal.) *oo.*
 - *What word?* (Signal.) *Cooled.*
- 3. (Repeat step 2 for each remaining word.)

EXERCISE 4

WORD READING

1. Touch the first word in part 3. ✓

3

listened tests invisible copper
 silver glass flatter visible
 grime lazy removes relatives
 freezer stomped floor stove
 gallon realize shook

2. That word is **listened**. What word?
 (Signal.) *Listened*.
 - **Spell listened**. (Signal for each letter.)
L-I-S-T-E-N-E-D.
 - **What word?** (Signal.) *Listened*.
3. Next word. ✓
 - **What word?** (Signal.) *Tests*.
4. (Repeat step 3 for each remaining word.)

EXERCISE 5

WORD-ATTACK SKILLS: Individual tests

1. (Call on individual students. Each student reads a row or column. Tally the rows and columns read without error. If the group reads at least 9 rows and columns without making errors, direct all students to record 4 points in Box A of their Point Chart. Criterion is 80 percent of rows and columns read without error.)
2. (If the group did not read at least 9 rows and columns without errors, do not award any points for the Word-Attack Skills exercises.)

GROUP READING

EXERCISE 6

STORY READING

1. (Call on individual students to answer these questions.)
 - **Irma was trying to invent a particular kind of paint. What did she want that paint to do?** (Idea: *Be super hard so that it would not wear out.*)
 - **What kind of paint did she actually invent?** (Idea: *Paint that makes things invisible.*)
 - **What happened to make her think that the paint made things invisible?** (Accept reasonable summaries.)
2. Everybody, touch part 4. ✓
3. After you read each part of the story without making more than 2 errors, I'll ask questions about that part.

4

Irma Tests the Invisible Paint

4. (Call on a student to read the title.)
Irma Tests the Invisible Paint.
 - **What do you think this story is about?** (Accept reasonable responses.)
5. (Use the following procedures for each part of the story.)
 - a. (Call on individual students. Each is to read one or two sentences. Praise students who read without making errors.)
 - b. (At the end of the part, tell the students the number of errors the group made and whether the group earned points for that part.)
 - c. (If the group made more than 2 errors, direct the group to reread the part.)
 - d. (After the group reads a part with no more than 2 errors, call on individual students to answer the comprehension questions for that part.)

Irma had left a nail on the hard paint. When she came back to her lab, the nail was invisible. Slowly she began to realize that the paint had made the nail invisible.

She said to herself, “I will test that paint.” She took a coin from her purse and dropped the coin on the paint. Then she watched and waited. After a while, she saw that the coin was starting to turn invisible. It now looked like a glass coin. She could still see it, but it did not look like a copper coin or a silver coin. It looked like a glass coin.

[1]

First-part questions:

- How did she test the paint? (Idea: *She dropped a coin on the paint.*)
- How did the appearance of the coin change after a while? (Idea: *It looked like a glass coin.*)

She dropped it on the floor. “Clink,” it went. It sounded like a coin. She took a hammer and hit the coin ten times. She wanted to see what would happen to it now. The coin got flatter and bigger, but it still looked like glass. She said, “I don’t believe what is happening.”

She set the coin on the paint again and waited. Soon the coin was invisible. Now it didn’t look like glass. It didn’t look like anything.

“I don’t believe it,” Irma said to herself. She felt the coin. She could feel the dents that had been made by the hammer.

[1]

Second-part questions:

- How did the coin change when she hit it with a hammer? (Idea: *It became flatter and bigger.*)
- When she returned the coin to the paint, what happened to it? (Idea: *It became invisible.*)

Irma closed her eyes and picked up the coin. “It feels like it should feel,” she said to herself. Then she opened her eyes and looked at the coin in her hand. It was invisible.

She said, “I must see how this invisible paint works.” She got a pot of water and heated it on the stove in her lab. When the water began to boil, she dropped the coin into it. Then she watched to see what would happen.

Slowly she could see the coin begin to form at the bottom of the boiling water. Slowly it became visible. At first it looked like glass. Then it began to look like a coin that had been pounded with a hammer.

[1]

Third-part question:

- How did she make the coin reappear? (Idea: *She dropped the coin into boiling water.*)

She lifted the coin from the boiling water and set it on a sheet of foil. When the coin had cooled, she picked it up and looked at it. She said, “I know that I can remove the invisible paint with boiling water. Now I will try something else.”

She took a soiled rag and tore off a small bit. She set the bit of rag on the hard paint. Then she watched as the rag became invisible.

“Now I will see if something else will remove that invisible paint.” She took the bit of soiled rag and dropped it in the washtub. Then she turned on the cold water and let it run over the rag.

[2]

Fourth-part questions:

- a. **She found one way to make the invisible things visible again. What was that?** (Idea: *To drop them in boiling water.*)
- b. **She was going to test another way, so she made something else invisible. What was that?** (Idea: *A bit of soiled rag.*)
- c. **What did she do with the rag when it was invisible?** (Idea: *Put it in the washtub and ran cold water on it.*)

The water washed away bits of grime. As each bit of grime left the rag, a spot became visible. But the rest of the rag was still invisible. “Cold water does not seem to work too well,” Irma said.

Then she took a can of motor oil from the shelf. She filled a cup with oil and dropped the rag into the cup of oil. Slowly the rag became visible. Irma smiled. She said, “Oil removes the invisible paint.”

Now Irma had to think. She could hardly believe what had happened. She went over everything five times. Then she shook her head and said, “It must have happened. I must have made a paint that turns things invisible.”

[2]

Fifth-part questions:

- a. **How did the water change the rag?** (Idea: *Where it washed away bits of grime, spots became visible.*)
- b. **What did she soak the rag in next?** (Idea: *Motor oil.*)
- c. **What happened to the rag?** (Idea: *It became visible.*)

“Irma,” Berta called from upstairs, “what happened to that gallon of ice cream that was in the freezer?”

Irma said, “If it’s not in the freezer, you must have eaten it.”

Berta yelled, “Well, why didn’t you get more? How can we watch TV if we don’t have ice cream?”

Irma said, “You’ll just have to do the best you can.”

Berta did not say anything. She stomped back to the living room. As Irma listened to her lazy boarder walking across the floor, she got an idea. She smiled and said to herself, “I think I can have a lot of fun with this invisible paint.”

[1]

Sixth-part questions:

- a. **What was Berta complaining about?** (Idea: *She wanted ice cream.*)
- b. **What was Irma thinking at the end of this story?** (Idea: *That she could have fun with the paint.*)
- c. **How could she have fun with that paint?** (Accept reasonable responses.)
6. (After the group has completed reading the story and answering the comprehension questions, tell the students the total number of points to record in Box B of their Point Chart. Maximum = 8 points.)

FLUENCY ASSESSMENT

EXERCISE 7

READING CHECKOUTS

1. (For this part of the lesson, assigned pairs of students work together during the checkouts.)
2. (Each student does two checkouts.)
 - (First checkout: Students can earn 2 points by making no more than 2 errors on the first part of story 32. Students record points in Box C-1 of their Point Chart.)
 - (Second checkout: 1-minute timed reading. Students can earn 2 points by reading at least 105 words and making no more than 3 errors on the first part of story 31. Students record points in Box C-2 of their Point Chart.)
3. (During each checkout, observe at least two pairs of students. Make notes on mistakes. Give checkers feedback.)
4. (Direct all students to plot their reading rate—the number of words they read in 1 minute—on the Individual Reading Progress Chart at the end of their Workbook.)
 - (Direct students to circle the number of errors they made during the timed reading.)
5. (Record on the Fluency Assessment Summary form the timed reading checkout performance for each student you observed.)

WORKBOOK EXERCISES

Independent Student Work

1. Open your Workbook to Lesson 32. ✓
 - Complete all parts of your Workbook lesson. If you make no more than 3 errors, you earn 4 points.
2. (After checking the Workbooks, direct students who made no more than 3 errors to record 4 points in Box D of their Point Chart.)

END OF LESSON 32

Lesson 32

1 Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

1 Irma took a coin from her purse and dropped the coin on the paint.

3 Irma dropped the coin in the boiling water.

2 The coin became invisible.

1. Irma took a coin from her purse and dropped the coin on the paint.
2. The coin became invisible.
3. Irma dropped the coin in the boiling water.

2 Write the answers to these questions:

1. What happened to the coin when Irma hit it with a hammer? (It got flatter and bigger.)
2. How did Irma make the rag become visible again? (by soaking it in motor oil)
3. What did Berta want? (ice cream)
4. What was Irma thinking at the end of this story? (that she could have a lot of fun with the invisible paint)

3 The words in the first column have endings. Write the same words without endings in the second column.

boarder	<u>board</u>
eaten	<u>eat</u>
washing	<u>wash</u>
flatter	<u>flat</u>
waved	<u>wave</u>

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