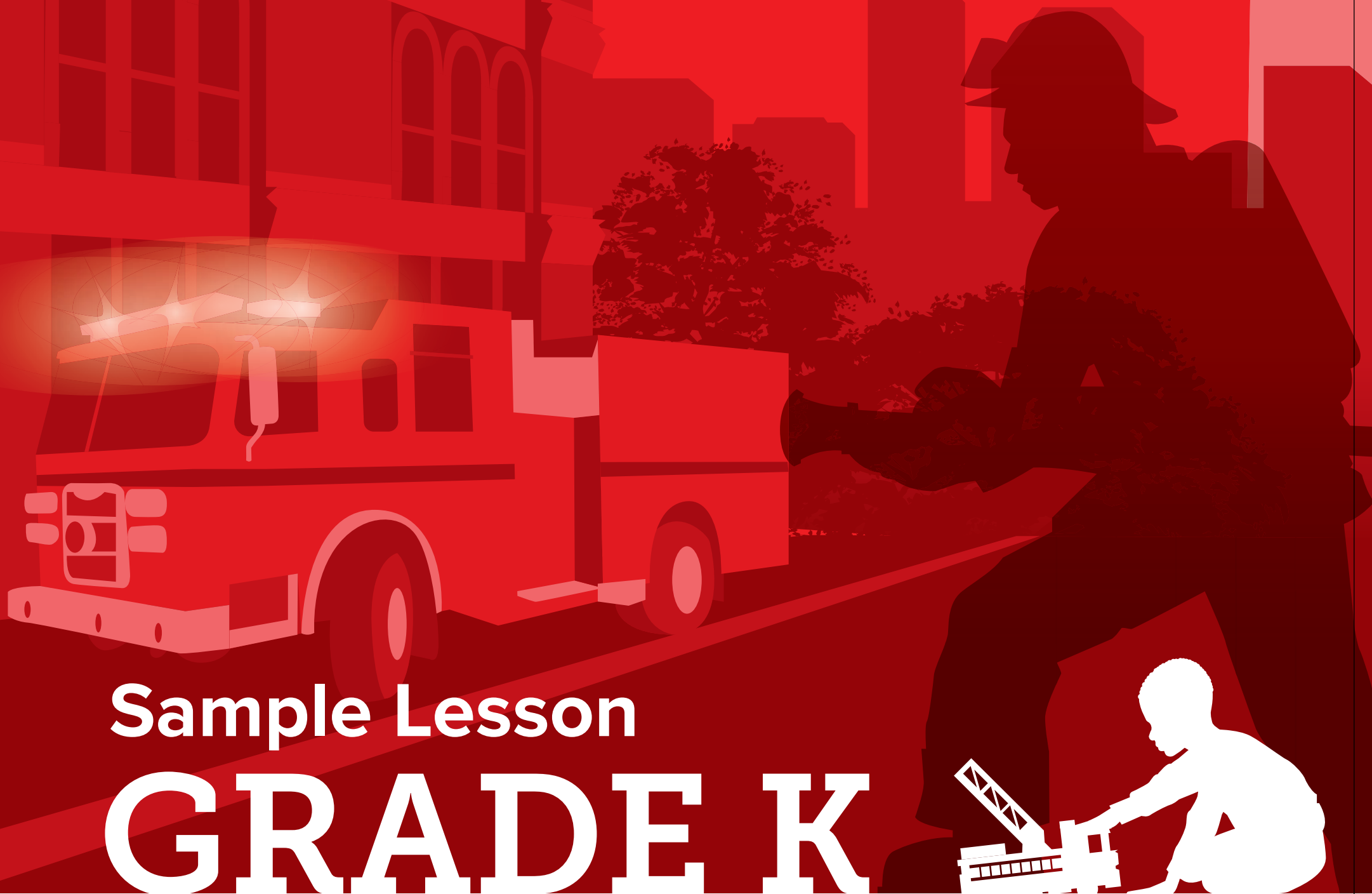


Sample Lesson

GRADE K

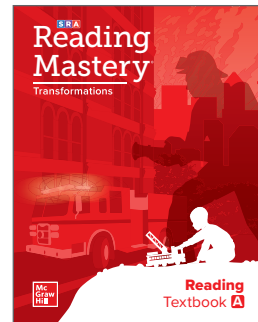


Grade K INTRODUCTION



Teacher Experience

- Reading Lesson 101
- Language Arts Lesson 115



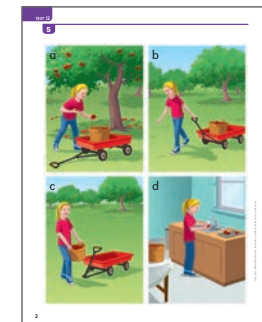
Student Textbook

- Reading Lesson 101



Student Workbook

- Reading Lesson 101
- Language Arts Lesson 115



Assessment

- Reading Mastery Test 11
- Language Arts Mastery Test 12

Reading Lesson 101

Reading Lesson 101 begins with *Letter Identification* and *Sounds Identification* (Exercises 1 and 2) in the **Teacher Experience**, followed by *Irregular Words and Blending* (Exercises 4 and 5).

Then, learners use the **Student Textbook** to practice *Word Endings* (Exercise 6) and read the *Story* (Exercise 9) aloud while the teacher monitors decoding and comprehension.

Next, the teacher explains the **Student Workbook** tasks (Exercise 11).

As learners complete a 10-lesson sequence, the teacher administers the **Assessment** (Mastery Test 11) to ensure mastery before proceeding.

Language Arts Lesson 115

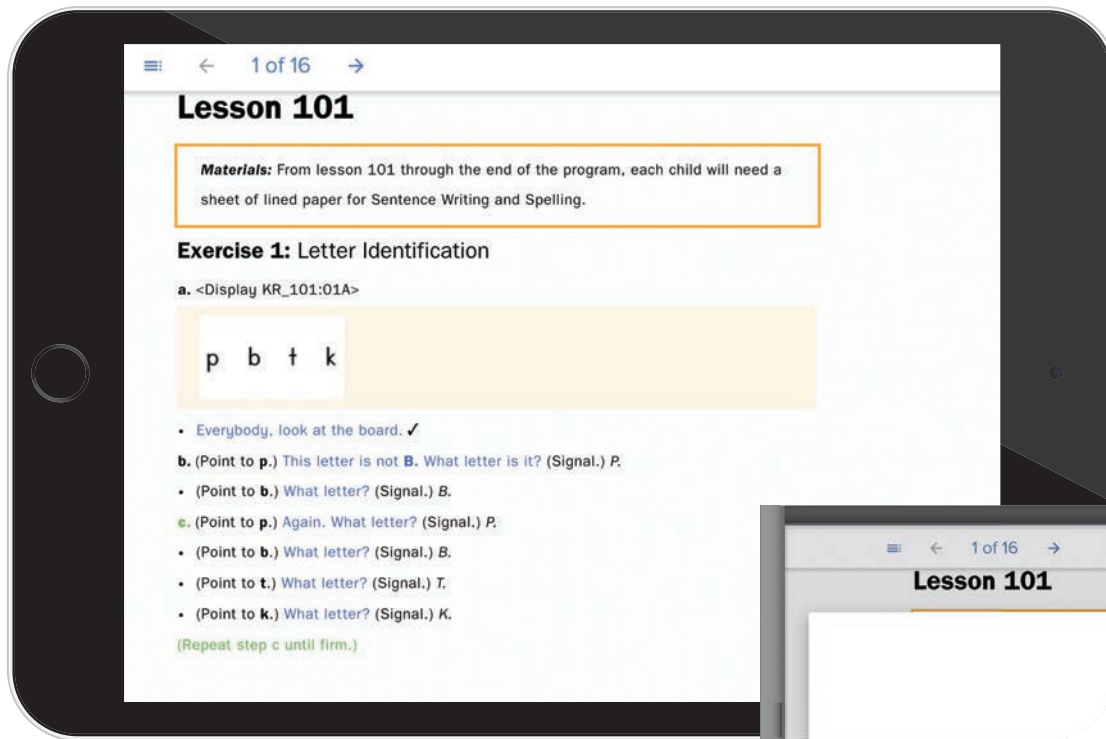
Language Arts Lesson 115 begins with oral exercises in the **Teacher Experience** on things that are the *Same* (Exercise 2) as one another and *Common Information* (Exercise 4), followed by an *Information Passage* (Exercise 5).

Then, learners complete a **Student Workbook** activity that reinforces things that are the *Same* (Exercise 6) as one another.

As learners complete a 10-lesson sequence, the teacher administers the **Assessment** (Mastery Test 12) to ensure mastery before proceeding.

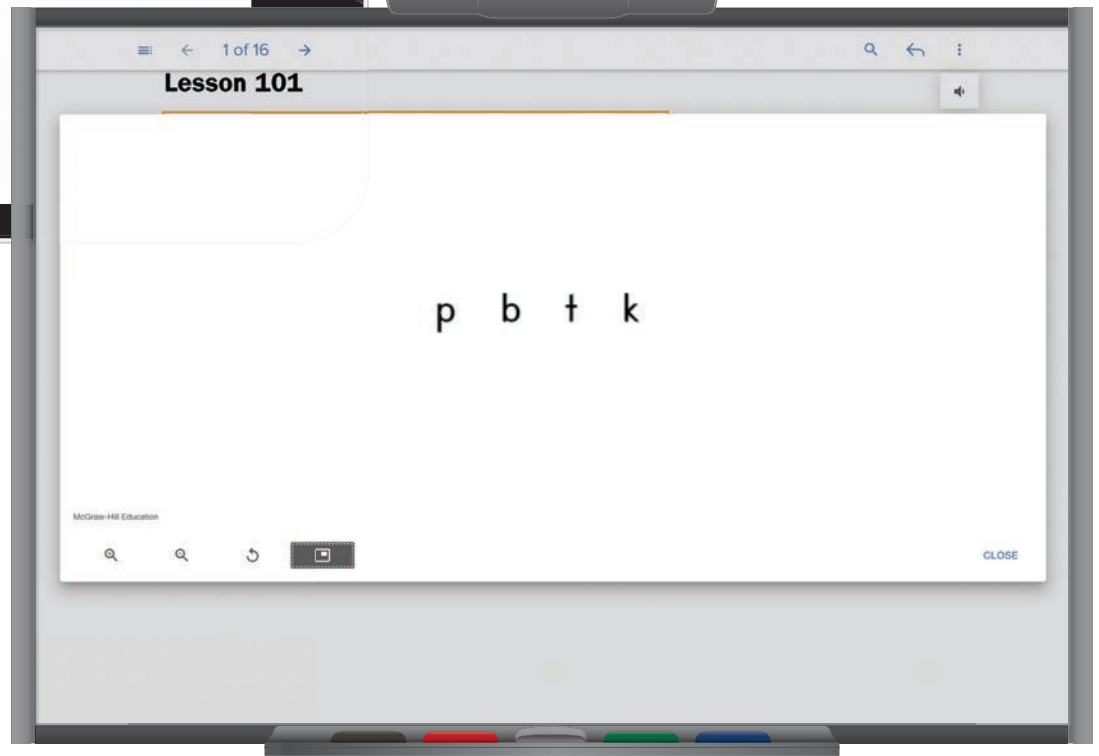
Reading Lesson 101

TEACHER EXPERIENCE



Exercise 1

Letter Identification



Exercise 1 Display

Sound Identification

Exercise 2: Sounds

- a. Think about the sound **uuu**. What letter do you use to spell the sound **uuu**?
(Signal.) *U*.
- b. <Display KR_101:02A>



You'll say the sounds.

- e. (Point to **d**.) What sound? (Signal.) *d*.
- (Point to **u**.) What sound? (Signal.) *uuu*.
 - (Point to **n**.) What sound? (Signal.) *nnn*.
 - (Point to **t**.) What sound? (Signal.) *t*.
 - (Point to **v**.) What sound? (Signal.) *vvv*.
 - (Point to **k**.) What sound? (Signal.) *k*.
 - (Point to **g**.) What sound? (Signal.) *g*.

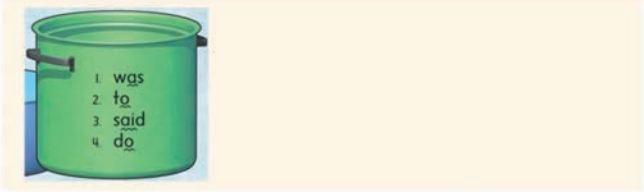
(Repeat step c until firm.)

Exercise 2

Irregular Words

Exercise 4: Reading Words
Irregular Words

- a. Everybody, touch the green pot. ✓



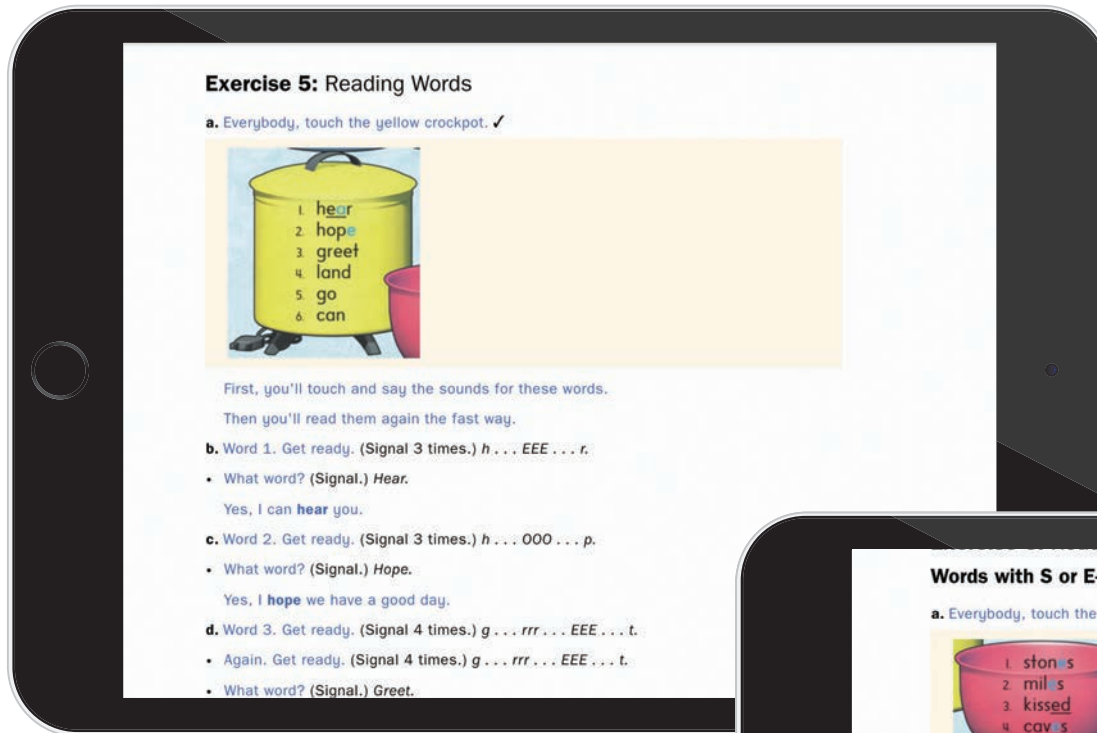
These words have a funny underlining.

- b. Spell word 1. Get ready. (Signal 3 times.) *W-A-S*.
- What word? (Signal.) *Was*.
- c. Spell word 2. Get ready. (Signal twice.) *T-O*.
- What word? (Signal.) *To*.
- d. Spell word 3. Get ready. (Signal 4 times.) *S-A-I-D*.
- What word? (Signal.) *Said*.
- e. Spell word 4. Get ready. (Signal twice.) *D-O*.
- What word? (Signal.) *Do*.
- f. Let's read those words again, the fast way.
- Word 1. What word? (Signal.) *Was*.

Exercise 4
See corresponding student sampler page.

Reading Lesson 101

TEACHER EXPERIENCE



Blending

Exercise 5

See corresponding student sampler page.



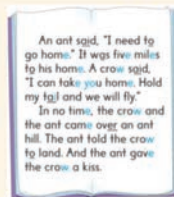
Exercise 6

See corresponding student sampler page.

Word Endings

Second Reading

a. Let's read the story one more time.



You'll read the words in the first two sentences the fast way.

I'll signal for each word.

b. First sentence. Get ready. (Signal for each word.) *An ant said, "I need to go home."*

c. Next sentence. Get ready. (Signal for each word.) *It was five miles to his home.*

d. Now I'll call on individual children to read the rest of the story.

Everybody, touch the words.

- Read the next sentence. (Call on a child.) *A crow said, "I can take you home."*
- Next sentence. (Call on a child to read.) *Hold my tail and we will fly.*
- Next sentence. (Call on a child to read.) *In no time, the crow and the ant came over an ant hill.*
- Next sentence. (Call on a child to read.) *The ant told the crow to land.*
- Last sentence. (Call on a child to read.) *And the ant gave the crow a kiss.*

Choral Reading & Individual Reading

Exercise 9

See corresponding student sampler page.

The third reading of the same text focuses on comprehension.

- Everybody, find the first story picture. ✓



- Who is talking in that picture? (Call on a child.) *The ant and the crow.*
- g. I'll signal for each word. Everybody, read what the ant said the fast way.
- Get ready. (Signal for each word.) *I need to go home.*
- h. Read what the crow said the fast way.
- Get ready. (Signal for each word.) *Hold my tail and we will fly.*
- i. Everybody, touch the next story picture. ✓

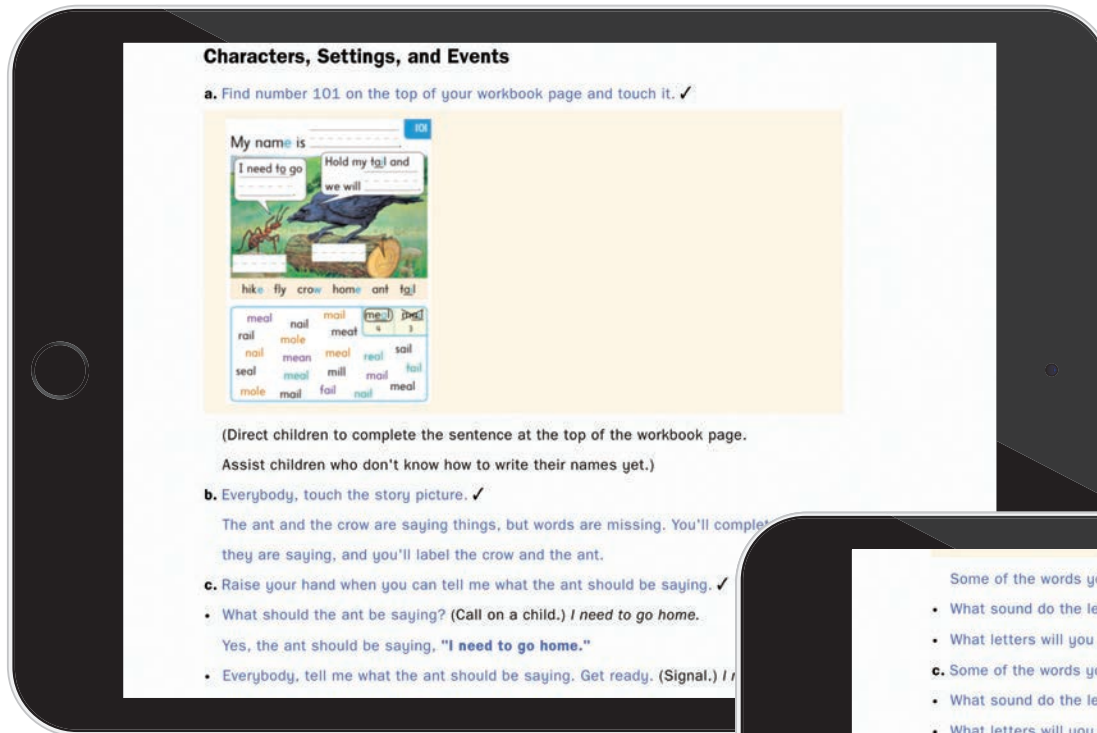


Exercise 10

See corresponding student sampler page.

Reading Lesson 101

TEACHER EXPERIENCE



Story Extension

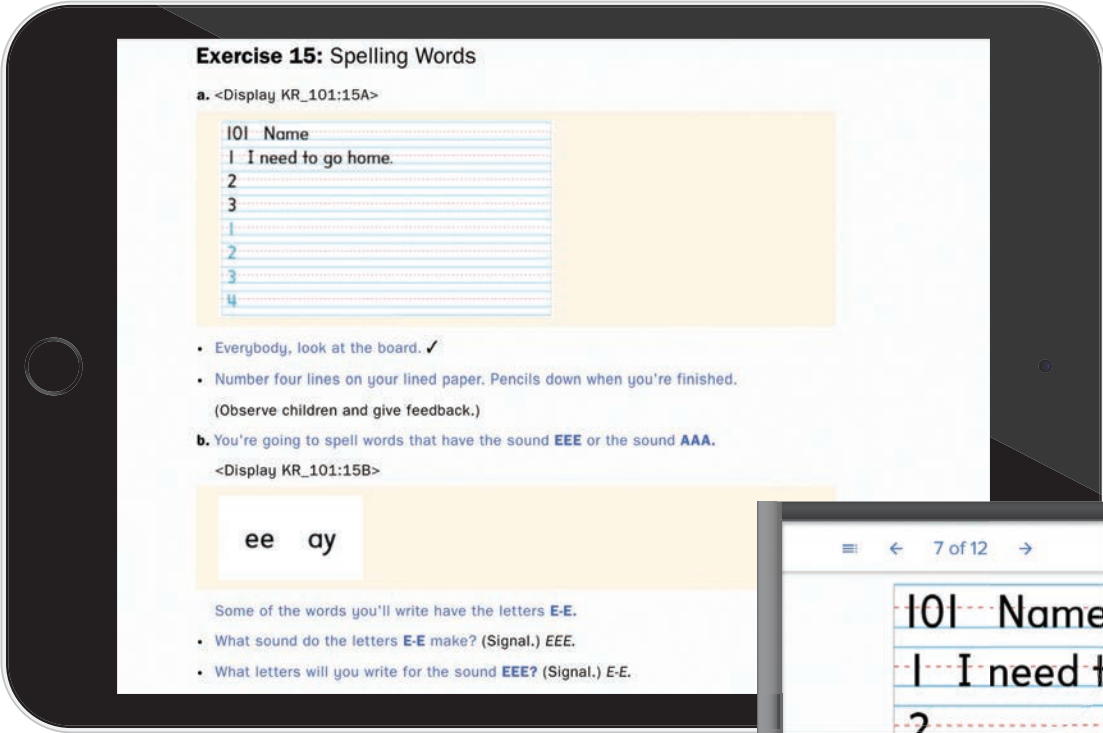
Exercise 11

See corresponding student sampler page.

Spelling

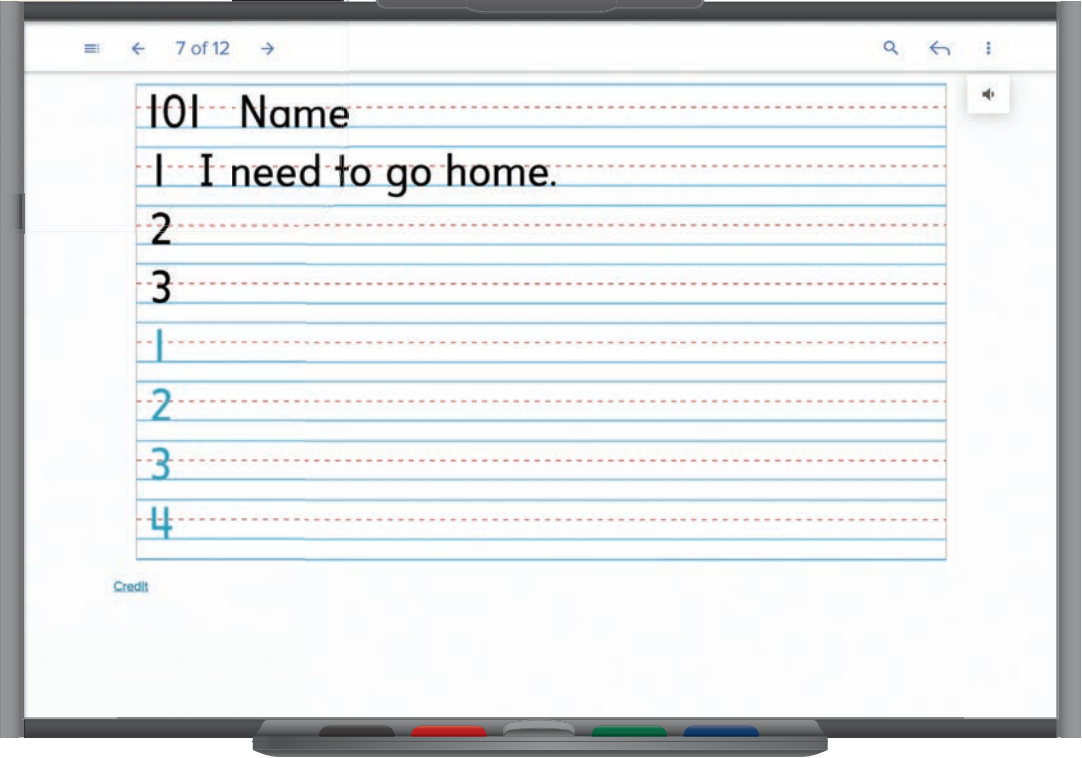


Exercise 15



Spelling

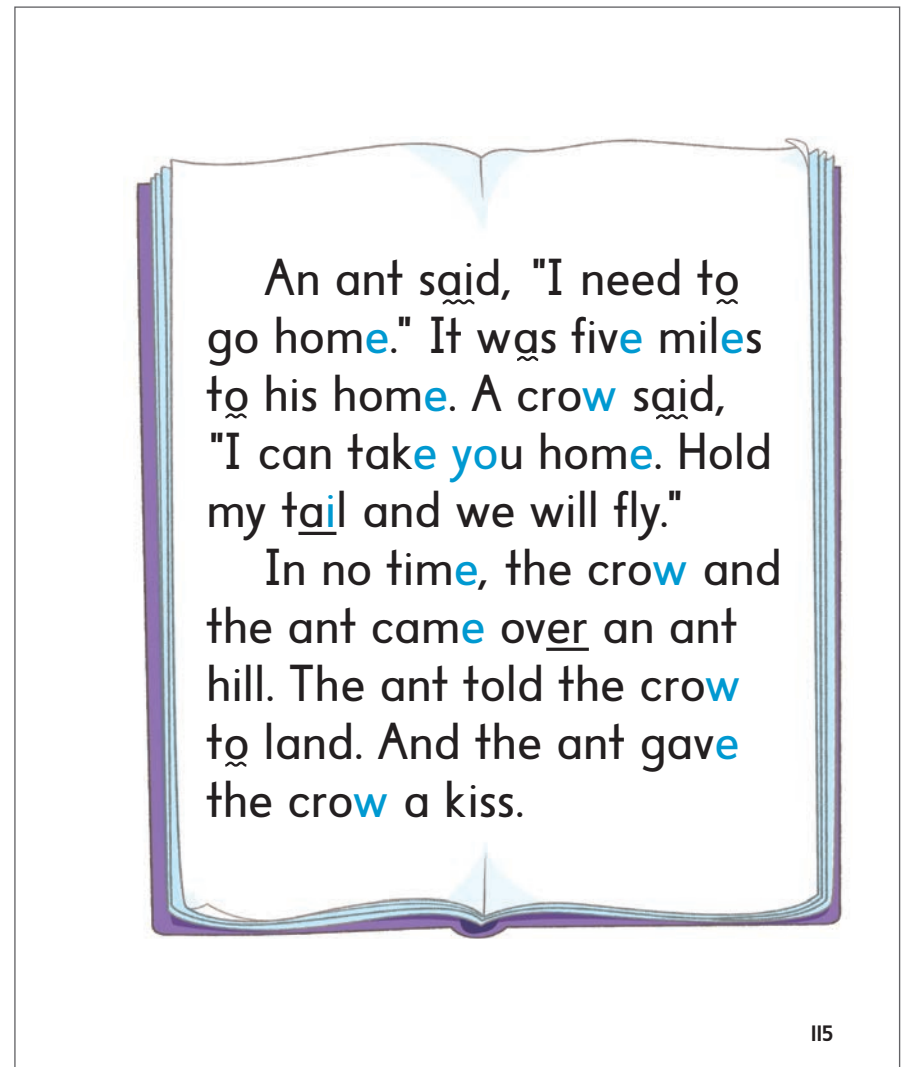
Exercise 15



Exercise 15 Display

Reading Lesson 101

STUDENT TEXTBOOK





Reading Lesson 101

STUDENT TEXTBOOK



Reading Lesson 101

STUDENT WORKBOOK

101

My name is _____.

I need to go _____.

Hold my tail and


we will _____.



hike fly crow home ant tail

meal	nail	mail	<u>meal</u>	mail
rail	mole	meat	4	3
nail	mean	meal	real	sail
seal	meal	mill	mail	tail
mole	mail	fail	nail	meal

Side 1



weeds
win
wins
waves




trip
try
train
trains




tail
tails
toads
toad



sit
sits
hike
hide



fry
spy
fly
try



know
snow
slow
low

v

w

u

Side 2

Copyright © McGraw-Hill Education

Reading Mastery Test 11

STUDENT ASSESSMENT

My name **e** is _____.



1. _____

2. _____

3. _____

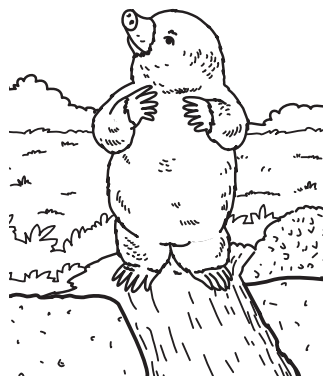
4. _____



It was five **e** miles to an ant home.
A crow **w** said, "I can take **e** you home.
Hold my tail and we will fly."



A Mole



A mole likes to _____

Side 1

TEST 11
110

TEST 11



b



oa

ay

ea

1. dug

2. big

3. stick

4. grab

5. waves

1. play

2. ears

3. didn't

4. asked

5. hiked

1. come

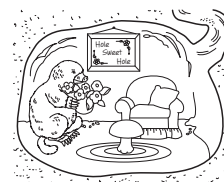
2. have

3. from

4. of

5. into

I have a fine _____



A mole had a fine home. That home was in a hole.

Side 2

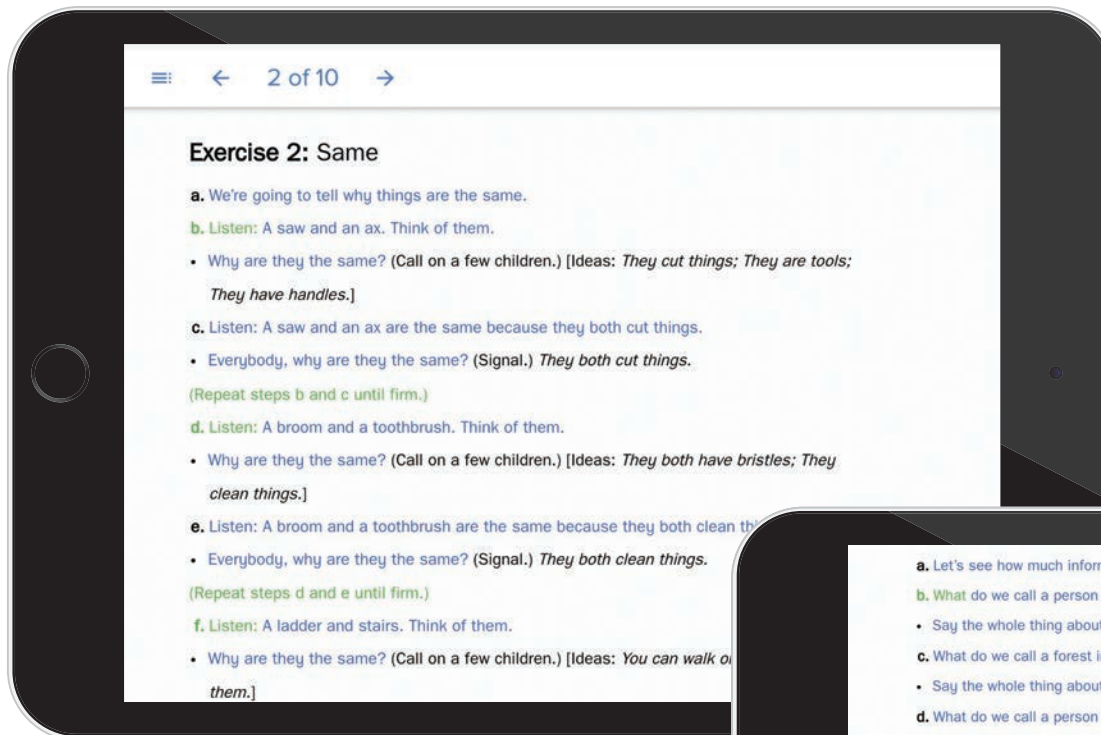


The mole played with cats at a lake. He had fun.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Language Arts Lesson 115

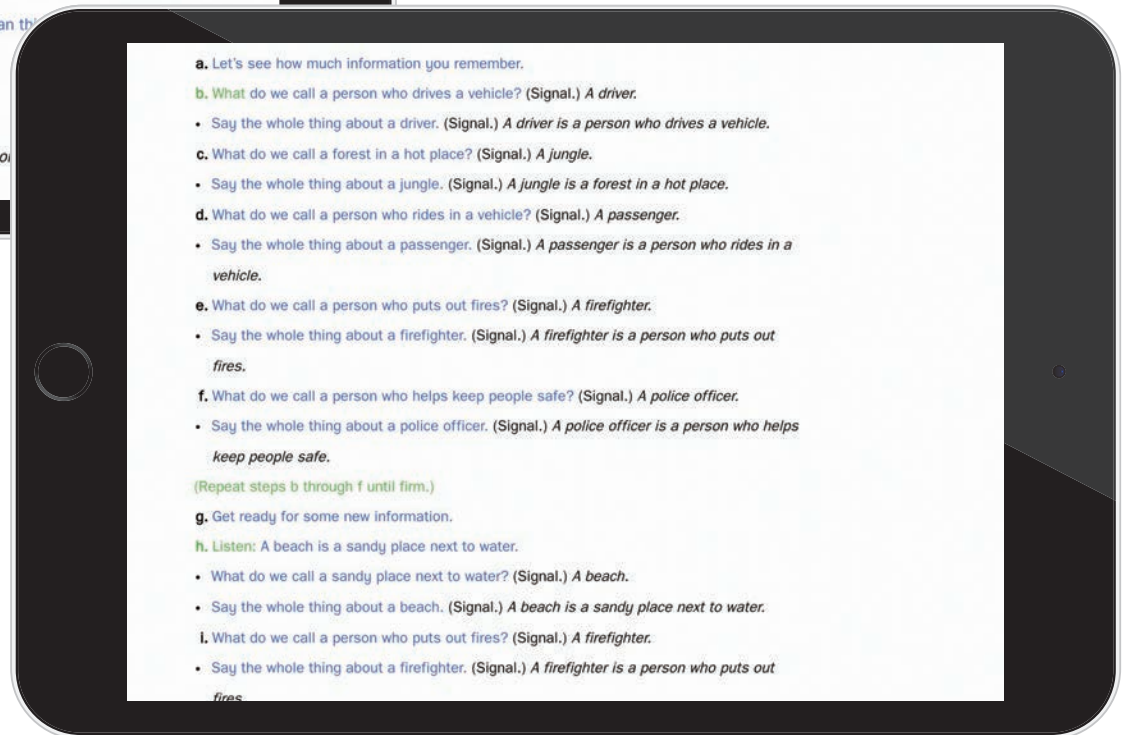
TEACHER EXPERIENCE



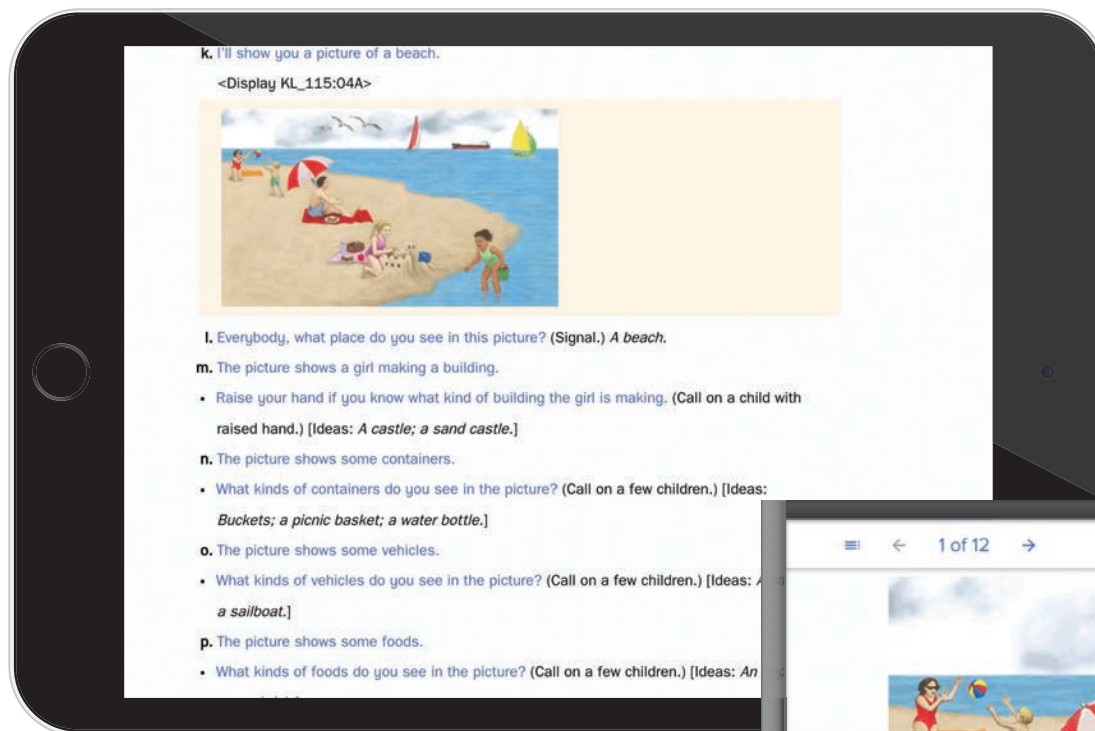
Oral exercises about things that are the same develop vocabulary.

Exercise 2

Explicit instruction in common information builds background knowledge.

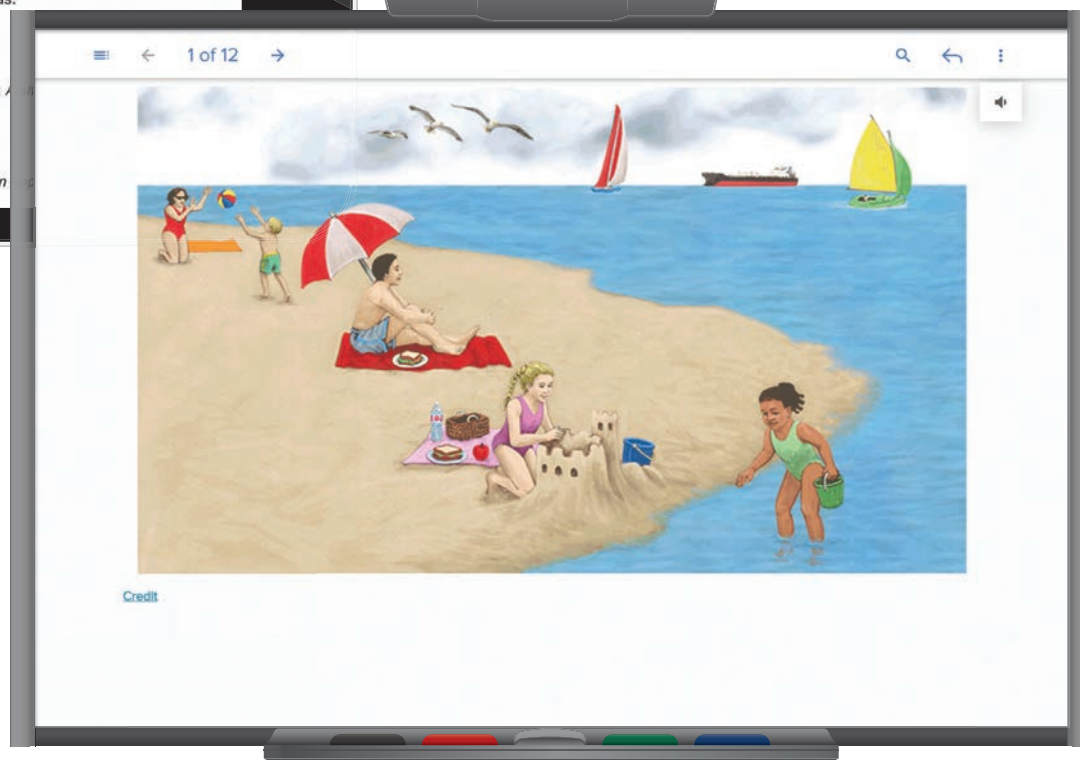


Exercise 4



Application of previous information reinforces mastery learning.

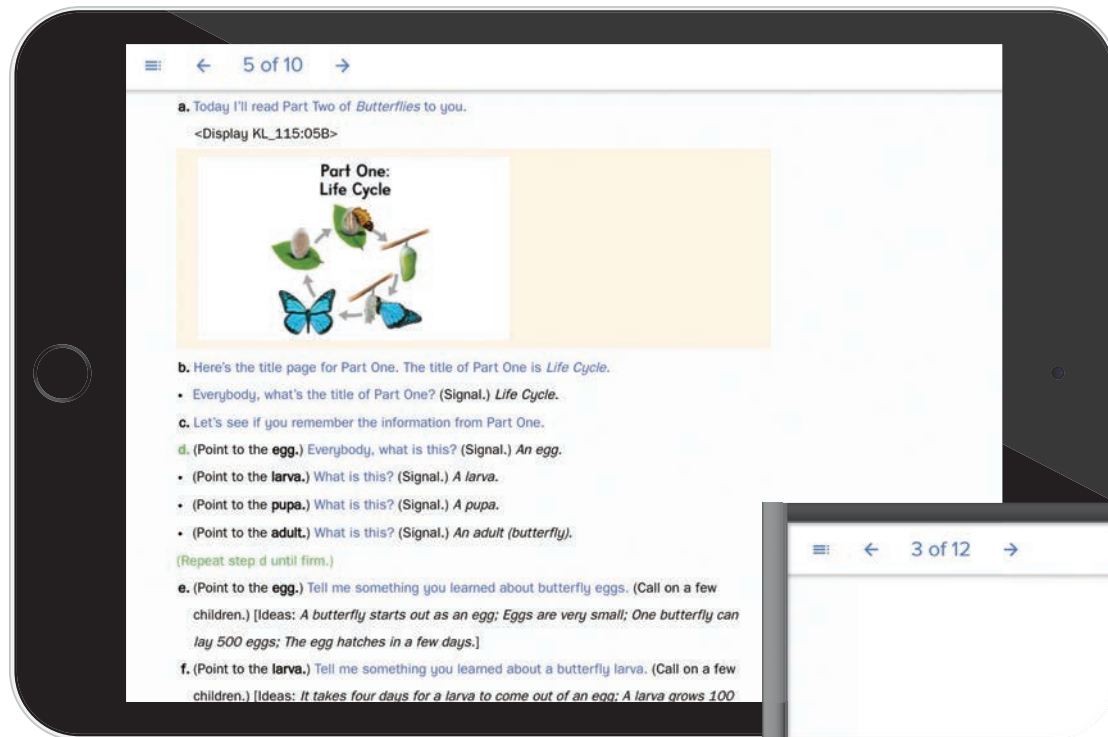
Exercise 4



Exercise 4 Display

Language Arts Lesson 115

TEACHER EXPERIENCE

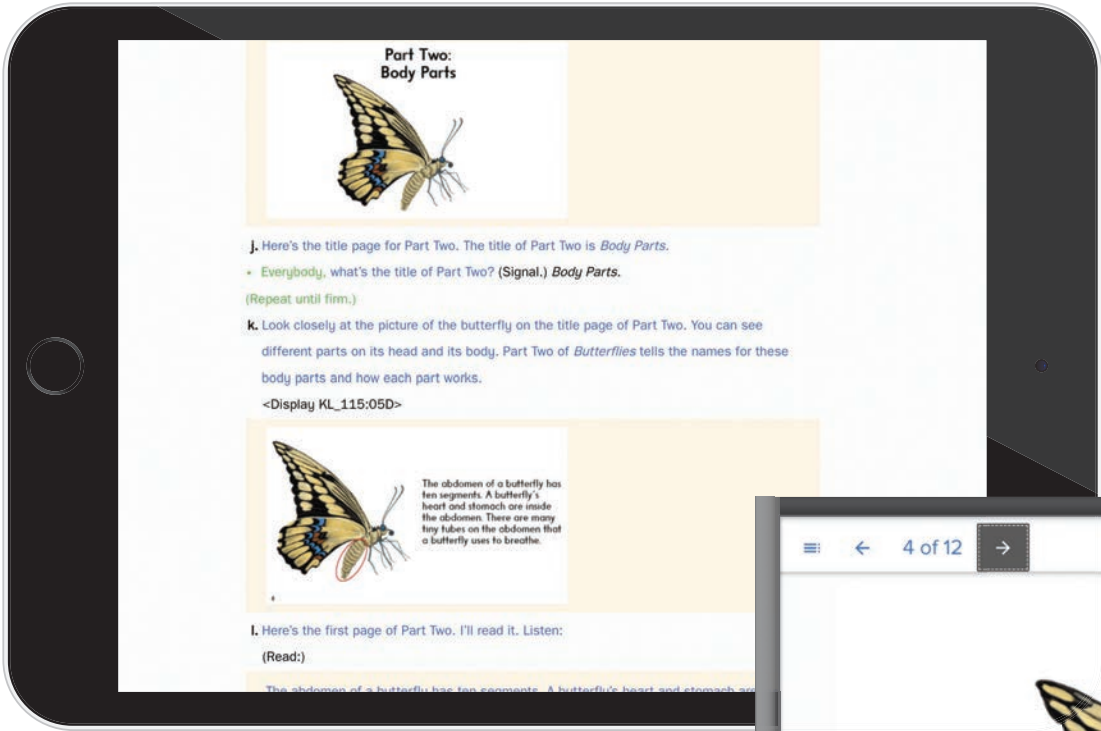


Exercise 5

Link new information to existing background knowledge.

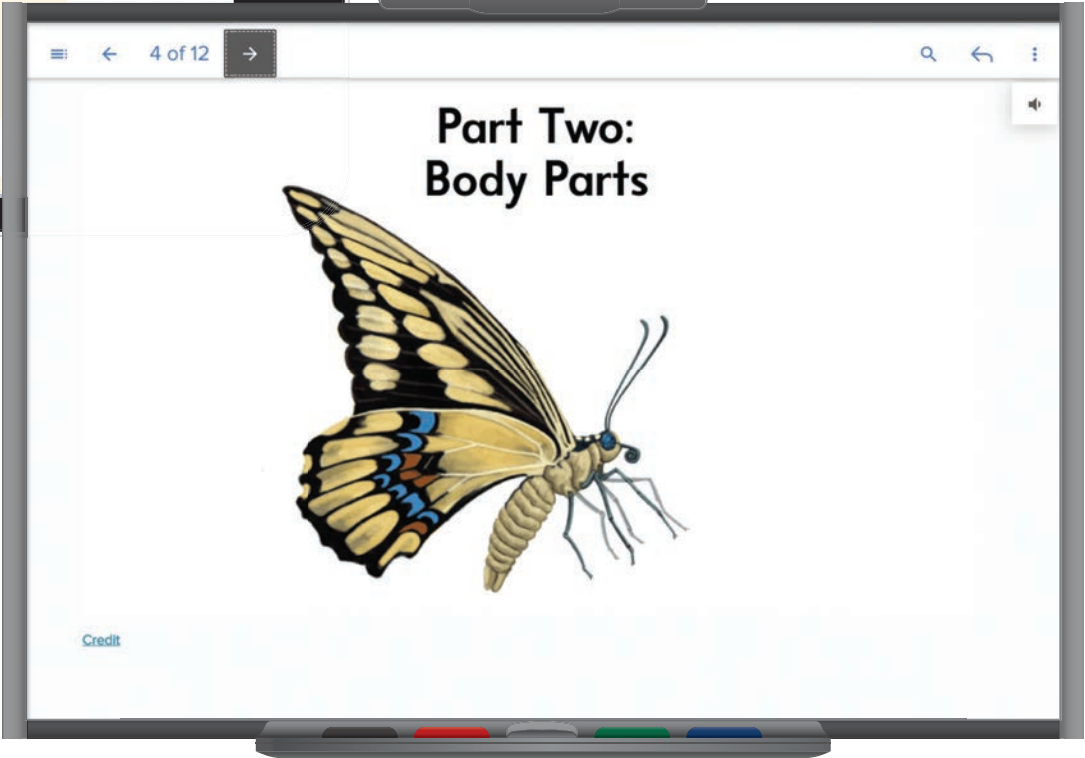


Exercise 5 Display



Informational Text

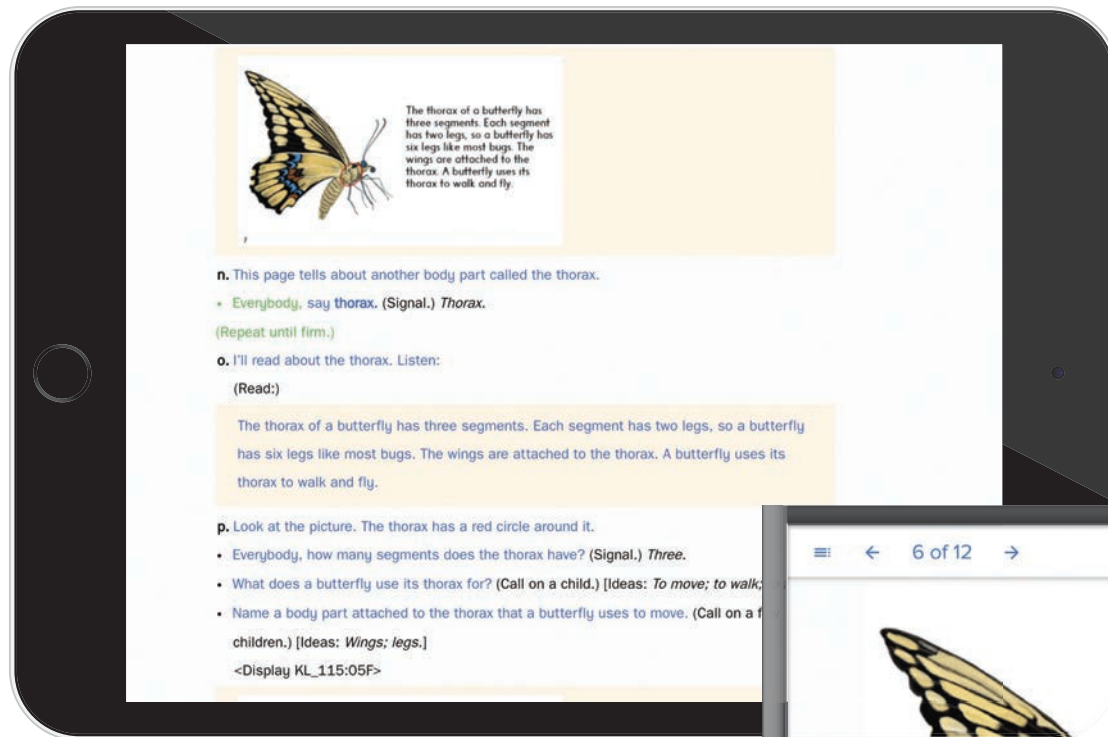
Exercise 5



Exercise 5 Display

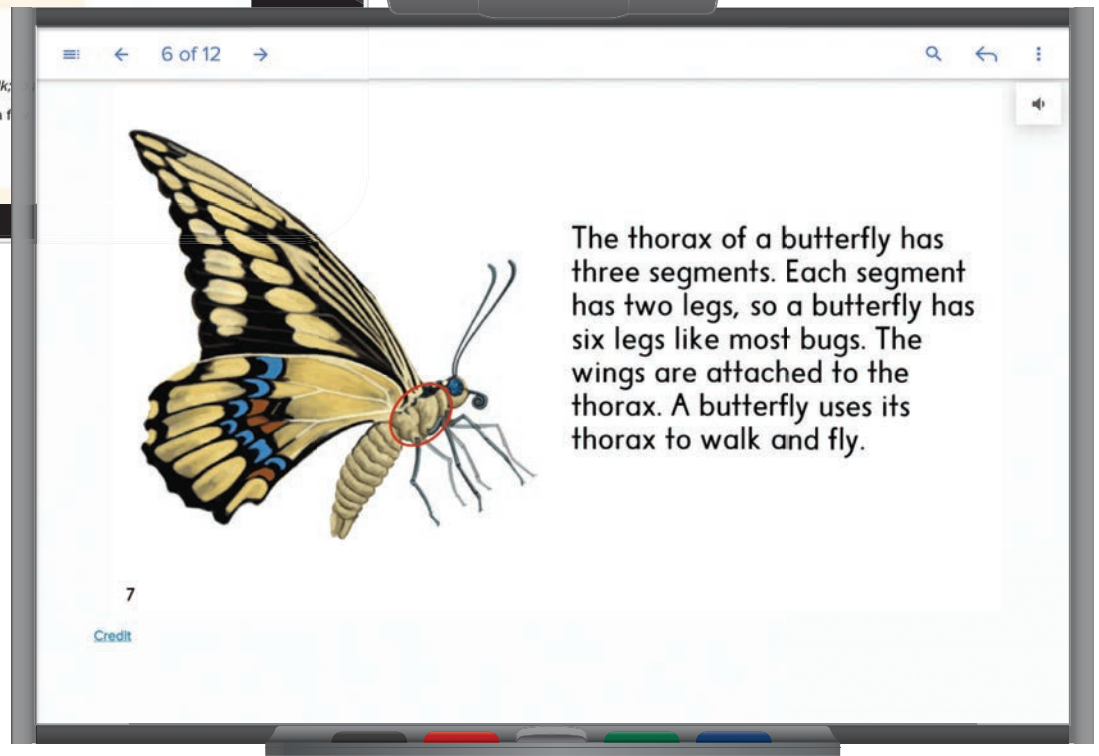
Language Arts Lesson 115

TEACHER EXPERIENCE

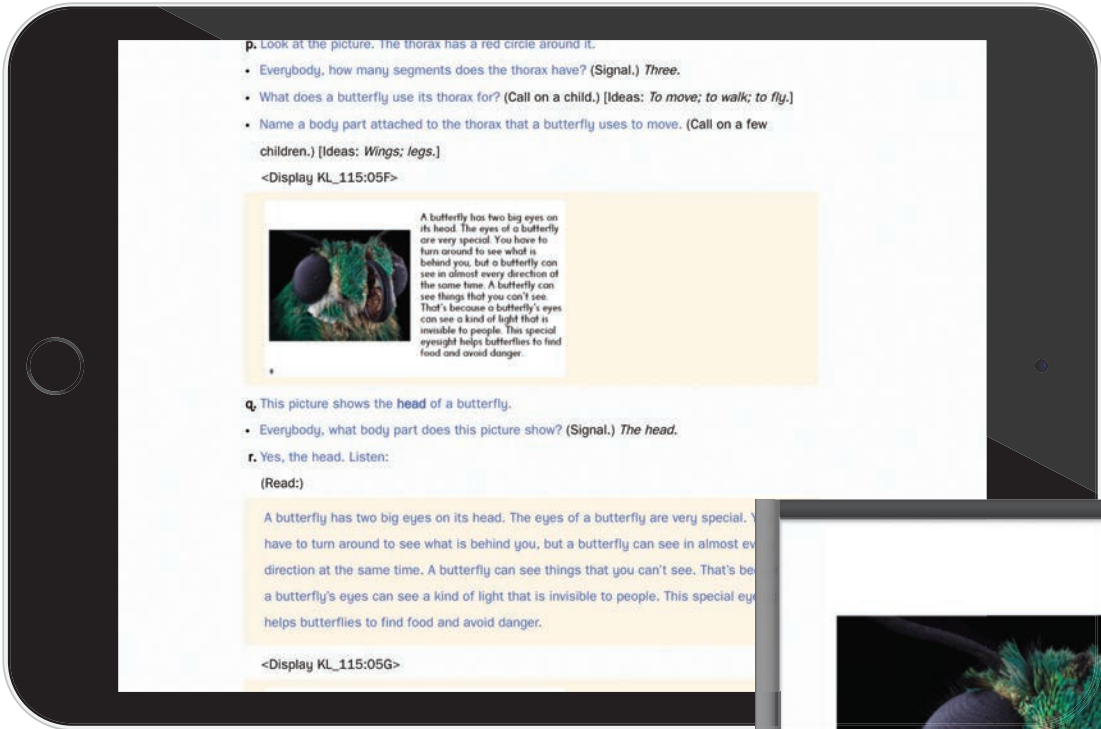


Exercise 5

Academic Vocabulary

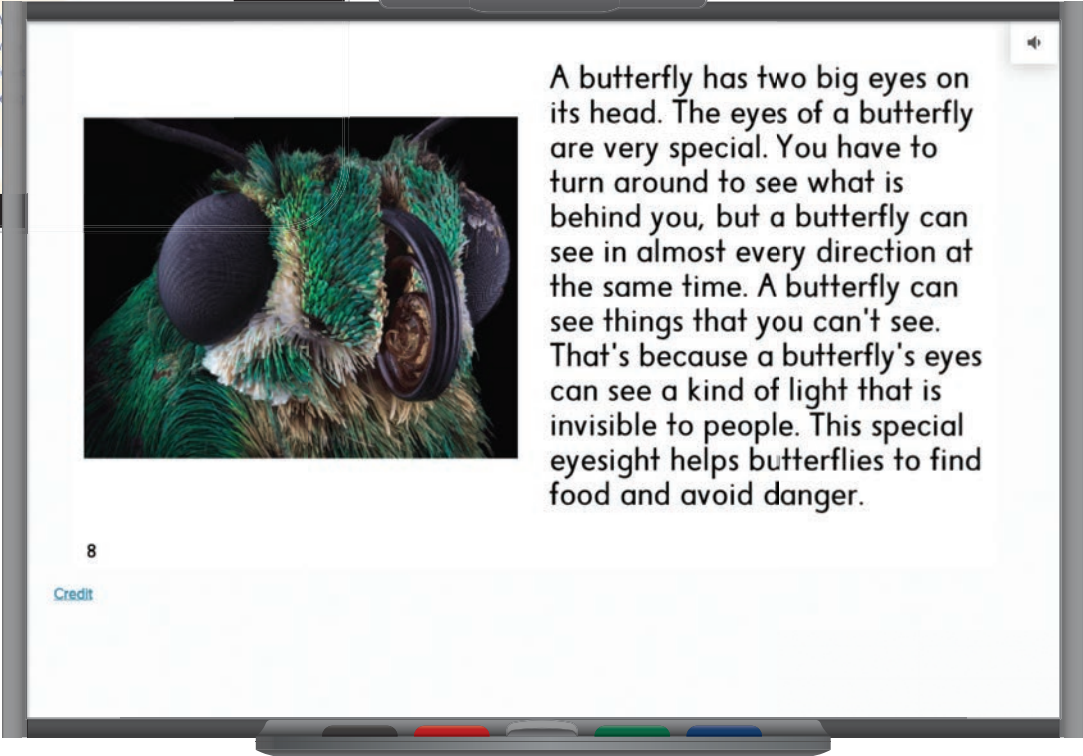


Exercise 5 Display



Exercise 5

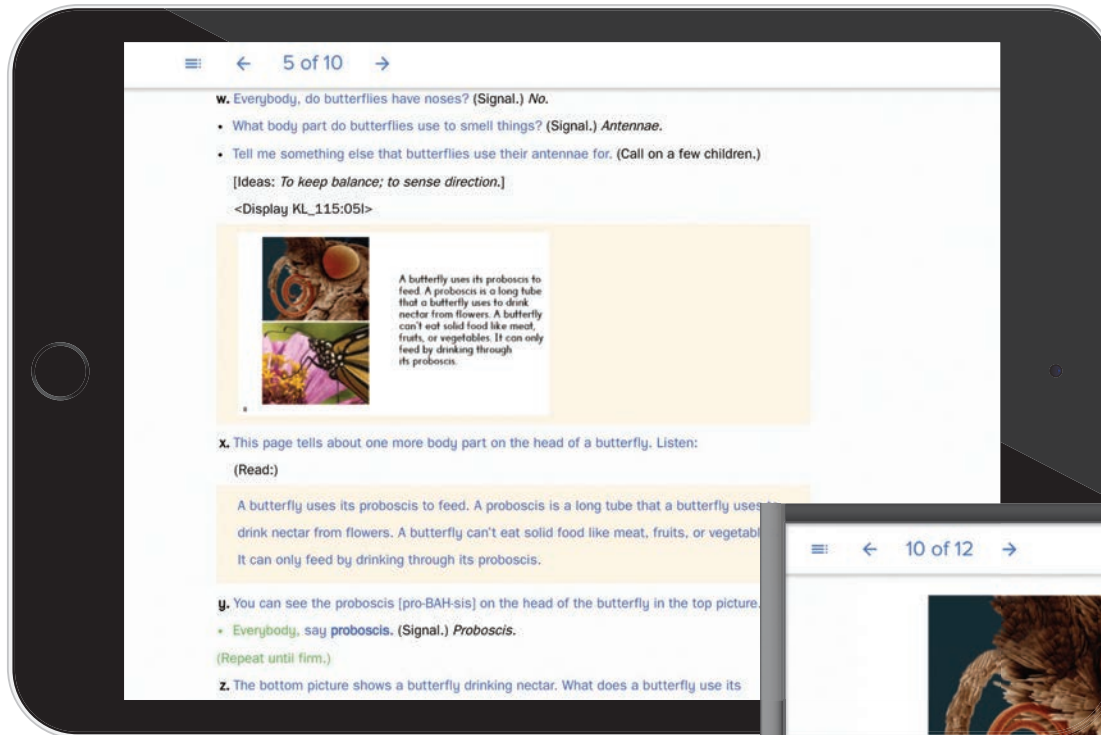
Engaging, realistic photos provides concrete meaning for academic vocabulary.



Exercise 5 Display

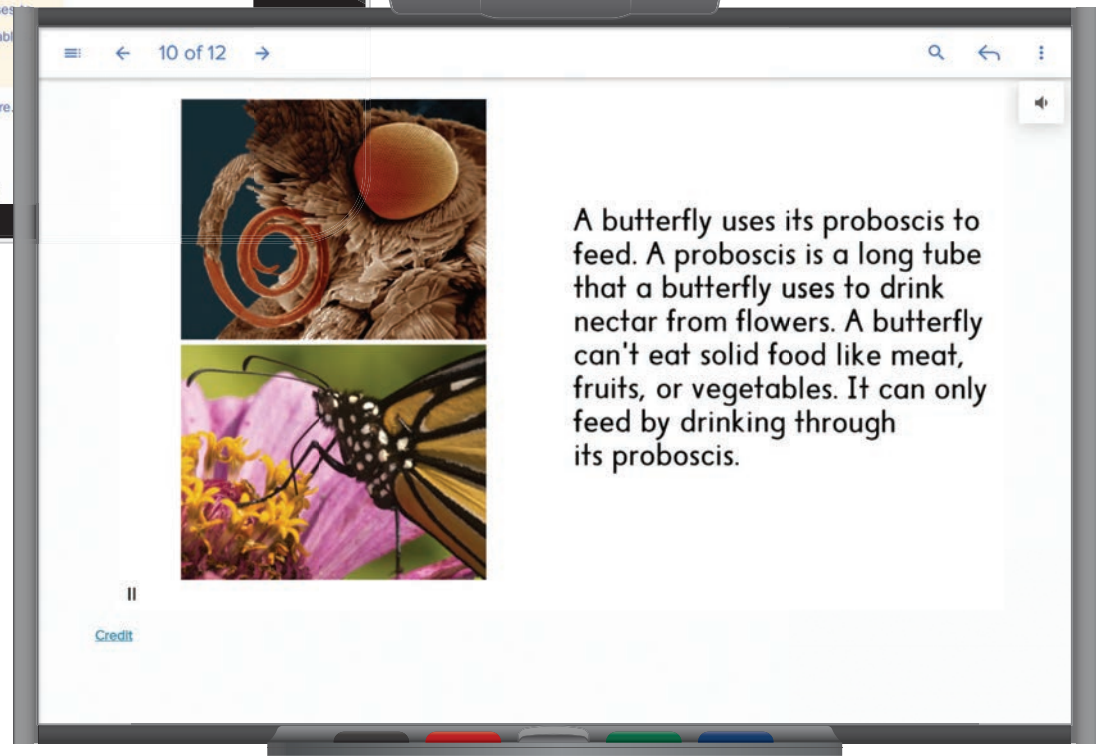
Language Arts Lesson 115

TEACHER EXPERIENCE

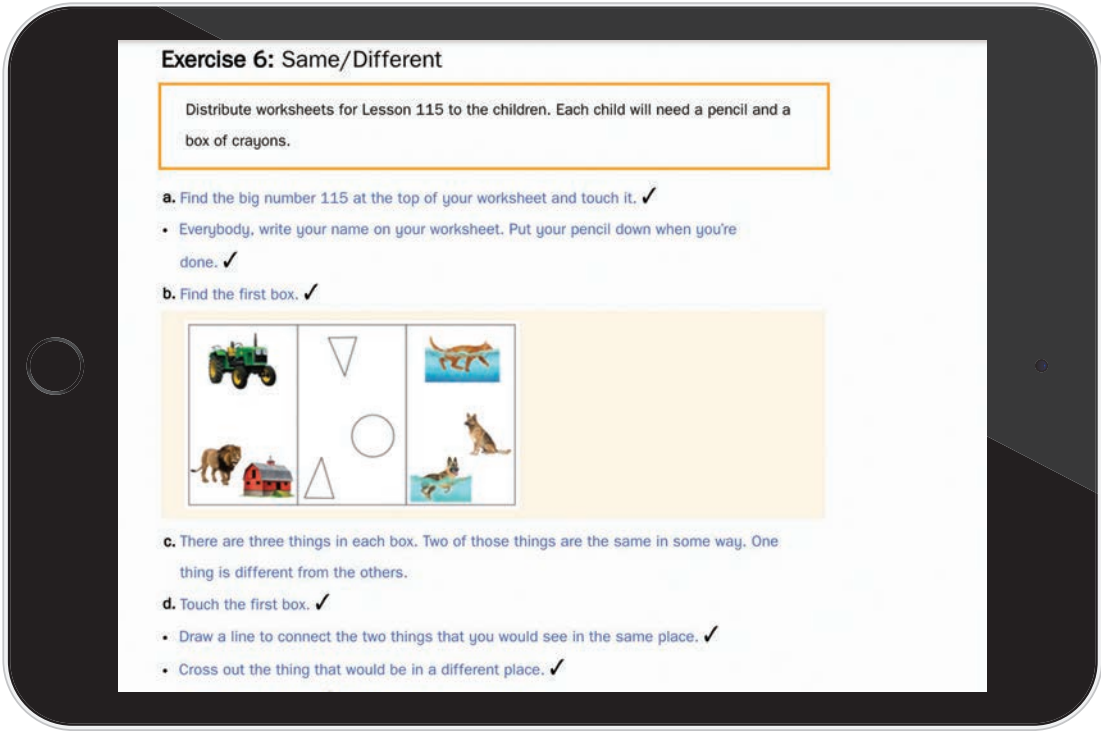


Engaging, realistic photos provides concrete meaning to new vocabulary words.

Exercise 5



Exercise 5 Display



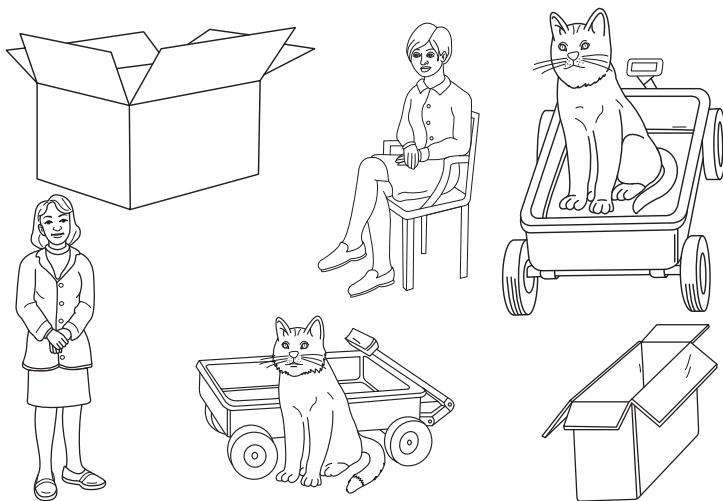
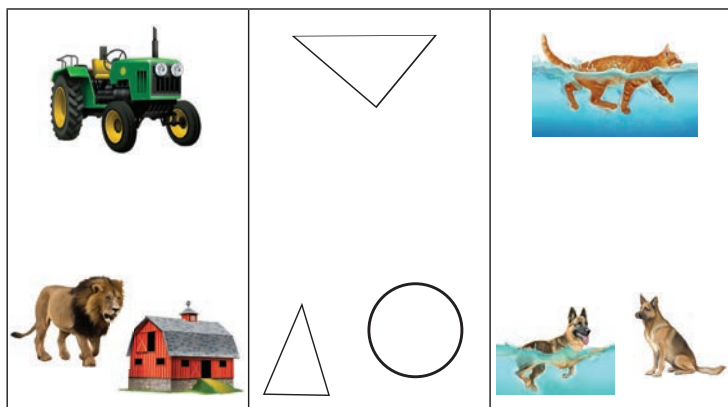
Independent Work

Exercise 6
See corresponding student sampler page.

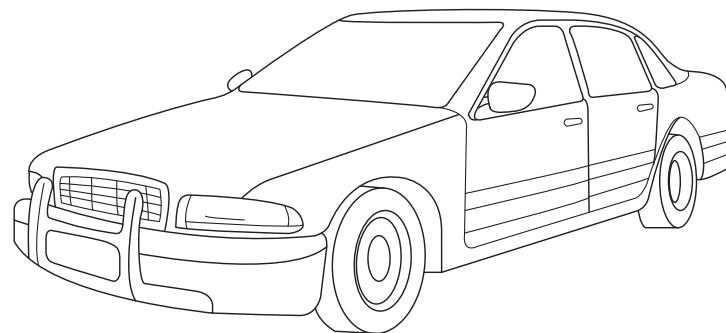
Language Arts Lesson 115

STUDENT WORKBOOK

115



Side 1



Side 2

Language Arts Mastery Test 12

STUDENT ASSESSMENT

TEST 12

5



Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

2

TEST 12

6



Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

3