

# Reading Comprehension

## Prior to Instruction

To prepare for teaching this lesson segment, follow these steps:

1. If you plan to program students' AAC devices, refer to the Core Vocabulary below.
  - first, next, then, last
2. Print and cut out (if applicable):
  - *The Swiss Family Robinson* Vocabulary Flashcards Worksheet
  - *The Swiss Family Robinson* Comprehension 1Worksheet
  - *The Swiss Family Robinson* Comprehension 2Worksheet
  - *The Swiss Family Robinson* Comprehension 3 Worksheet
  - *The Swiss Family Robinson* Story Sequencing 1 (3 Events) Worksheet
  - *The Swiss Family Robinson* Story Sequencing 2 (4 Events) Worksheet
3. Gather the materials listed to the right from the enCORE Manipulatives Kit and/or from around your classroom.
4. Print out these data sheets (enough for each student/group of students):
  - Event Recording Individual Data Sheet (one per student)
    - Add these targets to each student's data sheet:
      - Comprehension Question 1
      - Comprehension Question 2
      - Comprehension Question 3
      - Comprehension Question 4



## Learning Objectives

- Answer questions (who, what, where, when, why, and how) about key details in a text read, read aloud, or viewed.
- Sequence a set of events from a story.
- Identify and describe the characters, setting, and events from a story.

## Materials

- *The Swiss Family Robinson* Adapted Book
- *The Swiss Family Robinson* Adapted e-Reader
- *The Swiss Family Robinson* Interactive Technology-Delivered Lessons
- *The Swiss Family Robinson* Vocabulary Flashcards Worksheet
- *The Swiss Family Robinson* Comprehension 1Worksheet
- *The Swiss Family Robinson* Comprehension 2Worksheet
- *The Swiss Family Robinson* Comprehension 3 Worksheet
- *The Swiss Family Robinson* Story Sequencing 1 (3 Events) Worksheet
- *The Swiss Family Robinson* Story Sequencing 2 (4 Events) Worksheet
- Magnetic Whiteboard
- Magnetic Display Trays

## Independent, Technology-Delivered Instruction

enCORE provides computer-based lessons that are automatically selected and assigned to your students based on their learning level and the unit you are currently teaching. Both teacher-led and student-led lessons automatically adapt to differentiate across learning:

1. Access the teacher-led lessons during instruction and/or as a small group activity.
  - These lessons should be used daily to help students master sight words, vocabulary, phonics, and other ELA skills.
2. Have your students spend 15-30 minutes per day working independently on the student-led computer lessons from this unit.

## Anchor Instruction for All Students

Prior to beginning the comprehension segment, anchor instruction by referencing the story *The Swiss Family Robinson*. Say, **We read the book *The Swiss Family Robinson*. We are going to review the events from our story. First, let's review vocabulary from our story.** Briefly review the vocabulary from the story using the Vocabulary Flashcards.

**Let's talk about who our story is about. "Who" means a person or character. A character in our story is the father. What other characters are in our story?** Encourage your students to identify other family members and the dog as characters from the book.

**Many things happened in the story. A storm is something that happened. What happened after the storm?** Help your students recall events from the story. Use illustrations from the book to facilitate the discussion.

## Review the Story

**Let's review our story, *The Swiss Family Robinson*.**

**Materials:** *The Swiss Family Robinson* Adapted Book and/or *The Swiss Family Robinson* Adapted e-Reader

LEVEL 1	LEVEL 2	LEVEL 3
<p>Use the Adapted Book or Adapted e-Reader to review the story. Say, <b>Our story was about a family that got stranded on an island.</b></p> <p>Use the text to do a "picture walk," reviewing key elements of the plot. <b>The family members are the characters in our book; they are who the book was about. They took a raft to the island because their boat was destroyed. Touch the picture of their raft.</b> Support student responding. <b>They felt scared when they got to the island. I felt scared once when...</b> Share personal example. <b>The parents took care of the family by making a fire and a meal. The family worked together. They built a house. Touch their house.</b> Support student responding. <b>They made a garden. Touch their garden.</b> Support student responding. <b>They saw many animals.</b></p> <p style="text-align: center;">(continued)</p>	<p>Use the Adapted Book or Adapted e-Reader to review the story. Say, <b>Our story was about a family that got stranded on an island.</b> Use the text to do a "picture walk," reviewing key elements of the plot. Some example questions to ask as you review the story are:</p> <p><b>Who were the characters in the story, or the people the story was about?</b></p> <p><b>How did they get on the island?</b></p> <p><b>How did the family feel when they were on the island?</b></p> <p><b>What did the family do on the island to survive?</b></p> <p style="text-align: right;">(continued)</p>	

LEVEL 1	LEVEL 2	LEVEL 3
<p>Discuss animals in picture. <b>They worked together to live on the island. Then, another boat came to the island. Touch the boat.</b> Support student responding.</p> <p><b>The family decided to stay on their island and live. Then, new families came to the island, and they had a strong community.</b></p>	<p><b>How did the boys learn reading, writing, and math?</b></p> <p><b>Who came to the island?</b></p> <p><b>Why didn't the family leave?</b></p> <p><b>What happened at the end of the story?</b></p>	

### Story Recall

**Materials:** *The Swiss Family Robinson* Story Sequencing 1 (3 Events) Worksheet, *The Swiss Family Robinson* Story Sequencing 2 (4 Events) Worksheet, Magnetic Whiteboard, and Magnetic Display Trays

LEVEL 1	LEVEL 2	LEVEL 3
<p><b>Now, we are going to sequence the events from the story. When we sequence, we put things in order. We are going to identify what happens first, next, and last.</b></p> <p>Have the students use the Story Sequencing 1 Worksheet to sequence three events from the story at a time. After they have completed the worksheet, support students in retelling the story by having students touch the story items while you read them.</p>	<p><b>Now, we are going to sequence the events from the story. When we sequence, we put things in order. We are going to identify what happens first, next, then, and last.</b></p> <p>Have the students use the Story Sequencing 2 Worksheet to sequence four events from the story at a time. After they have completed the worksheet, support students in retelling the story by having students touch the story items while you read them aloud. Encourage your students to expand on the events they sequence by providing additional details.</p>	<p><b>Now, we are going to sequence the events from the story. When we sequence, we put things in order. We are going to identify what happens first, next, then, and last.</b></p> <p>Have the students use the Story Sequencing 2 Worksheet to sequence four events from the story at a time. After they have completed the worksheet, have students retell the story to you or a peer using their worksheet.</p>

### Comprehension

**Materials:** *The Swiss Family Robinson* Comprehension 1, 2, and 3 Worksheets, Magnetic Display Trays, and Magnetic Whiteboard

**Data Sheet:** Event Recording Individual Data Sheet

LEVEL 1	LEVEL 2	LEVEL 3
<p><b>Now we are going to answer some questions about our story.</b></p> <p>Put the Magnetic Display Tray on the Magnetic Whiteboard. Use the questions and response options from the Comprehension 1 Worksheet. Place one question</p>	<p><b>Now we are going to answer some questions about our story.</b></p> <p>Put the Magnetic Display Tray on the Magnetic Whiteboard. Use the questions and response options from the Comprehension 2 Worksheet. Place one question</p>	<p><b>Now we are going to answer some questions about our story.</b></p> <p>Put the Magnetic Display Tray on the Magnetic Whiteboard. Use the questions and response options from the Comprehension 3 Worksheet. Place one question</p>

LEVEL 1	LEVEL 2	LEVEL 3
<p>at a time and response options in the Magnetic Display Tray. If students need support to answer questions correctly, reduce distractors to one. If students need more support, display only the correct answer for students to select.</p>	<p>at a time and response options in the Magnetic Display Tray. Allow the students to use the Adapted Book for support, as needed. For students needing prompting, show two different pages of the story and ask, <b>Could we find the answer on this page, or this page?</b></p>	<p>at a time and response options in the Magnetic Display Tray. Encourage students to go back into the story and show you where they could find the answer.</p>
COMPREHENSION QUESTIONS		
<ul style="list-style-type: none"> <li>• What was the family on? (boat)</li> <li>• Where did the family go after the storm? (island)</li> <li>• How did the family feel? (scared)</li> <li>• What did the father and boys make? (house)</li> </ul>	<ul style="list-style-type: none"> <li>• What happened when the family was on a boat? (storm)</li> <li>• What did they make to stay warm? (fire)</li> <li>• Where did mother get fruit? (forest)</li> <li>• What happened after the Captain visited the island? (new families came)</li> </ul>	<ul style="list-style-type: none"> <li>• Why did the family go to the island? (A storm damaged their boat.)</li> <li>• Why was the family scared? (Life on the island would be hard.)</li> <li>• Where did they build a house? (In a tree.)</li> <li>• Why did the family stay on the island? (They were happy.)</li> </ul>



**Instructional Tip!**

- For students who have difficulty answering WH-questions, consider changing the question so that the answer is yes/no.
- Students who have difficulty answering WH-questions may also benefit from explicit instruction on what kind of answer each WH-question requires. This explicit instruction can be paired with a specific icon for each WH-question word, in order to provide additional visual cues to students.
  - Who=person or character
  - Where=place
  - When=time
  - Why=reason

**Generalization and Extension Activities**

To provide your students with extended practice and to help them generalize learned skills, complete one or more of the following activities at a time that works with your schedule.

ACTIVITY	DESCRIPTION
Story Retell Draw	Have students draw pictures of their own to retell the story.
Story Charades	Have students act out different scenes from the book while other students guess which scene they are acting out.

# Foundational Skills

## Prior to Instruction

To prepare for teaching this lesson segment, follow these steps:

1. If you plan to program students' AAC devices, program the following:
  - yes/no
  - same/different
  - closed syllable
  - short vowel
2. Print and cut out (if applicable):
  - *The Swiss Family Robinson* Letter and Sound Cards 1 Worksheet
  - *The Swiss Family Robinson* Letter and Sound Cards 2 Worksheet
  - *The Swiss Family Robinson* Decoding Cards Worksheet
  - *The Swiss Family Robinson* Sound Awareness Cards Worksheet
  - *The Swiss Family Robinson* Closed Syllables Cards Worksheet
3. Gather the materials listed to the right from the enCORE Manipulatives Kit and/or from around your classroom.
4. Print out these data sheets (enough for each student/group of students):
  - System of Least Prompts Small Group Data Sheet (two per student)
    - Data Sheet 1: add these targets to each student's data sheet:
      - Identifies the initial sound in words
      - Identifies short vowel sounds
      - Identifies closed syllables
    - Data Sheet 2: add these targets to each student's data sheet:
      - Identifies initial blends
      - Decodes CCVC words



## Learning Objectives

- Decode initial blends.
- Identify the initial sound in words.
- Use syllabication knowledge to identify closed syllables.
- Use phonics skills to decode words.

## Materials

- *The Swiss Family Robinson* Adapted Book
- *The Swiss Family Robinson* Adapted e-Reader
- *The Swiss Family Robinson* Interactive Technology-Delivered Lessons
- *The Swiss Family Robinson* Letter and Sound Cards 1 Worksheet
- *The Swiss Family Robinson* Letter and Sound Cards 2 Worksheet
- *The Swiss Family Robinson* Decoding Cards Worksheet
- *The Swiss Family Robinson* Sound Awareness Cards Worksheet
- *The Swiss Family Robinson* Closed Syllables Cards Worksheet
- Magnetic Whiteboard
- Magnetic Display Trays
- Magnetic Letters (“r,” “b,” “c,” “d,” “f,” “g,” “p,” and “t”)
- Dry erase marker

### Independent, Technology-Delivered Instruction

enCORE provides computer-based lessons that are automatically selected and assigned to your students based on their learning level and the unit you are currently teaching. Both teacher-led and student-led lessons automatically adapt to differentiate across learning:

1. Access the teacher-led lessons during instruction and/or as a small group activity.
  - These lessons should be used daily to help students master sight words, vocabulary, phonics, and other ELA skills.
2. Have your students spend 15-30 minutes per day working independently on the student-led computer lessons from this unit.

### Anchor Instruction for All Students

Show your student the book *The Swiss Family Robinson*. On the cover, point to the title and say, **The title of this story is *The Swiss Family Robinson*. Our title is made up of different words. Let’s read each word. The-Swiss-Family-Robinson.** Finger trace under each word as you read and point to each word in isolation. **These words are made of many different letters. Today, we are going to practice naming different letters of the alphabet and identifying their sounds.**

### Target Letters and Sounds

- Initial “r” blends (“br,” “cr,” “dr,” “fr,” “gr,” “pr,” and “tr”)

### Phonemic and Phonological Awareness Activity

**Materials:** *The Swiss Family Robinson* Sound Awareness Cards Worksheet

**Data Sheet:** System of Least Prompts Small Group Data Sheet

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p>Now let’s play a sound game. I am going to say a word. Then, you have to tell me what sound the word begins with. Ready?</p>		
MODEL	<p>Show students the community picture from the Sound Awareness Cards Worksheet. <b>Community. Listen to the first sound. Community.</b> Emphasize the first sound. <b>The first sound in community is /k/.</b> Continue modeling with the following words from the Sound Awareness Cards Worksheet:</p> <ul style="list-style-type: none"> <li>• boat</li> <li>• raft</li> <li>• fire</li> <li>• Mother</li> <li>• Father</li> <li>• snake</li> <li>• house</li> <li>• garden</li> <li>• fishing</li> <li>• building</li> <li>• dog</li> </ul>		

	LEVEL 1	LEVEL 2	LEVEL 3	
LEAD	<p>Show students the community picture from the Sound Awareness Cards Worksheet.  <b>Community. Listen to the first sound. Community.</b> Emphasize the first sound.  <b>Is the first sound /k/?</b> Allow students to respond, providing support as needed. <b>Yes, the first sound in community is /k/.</b>                      Repeat with all of the words from the Sound Awareness Cards Worksheet:</p> <ul style="list-style-type: none"> <li>• boat</li> <li>• raft</li> <li>• fire</li> <li>• Mother</li> <li>• Father</li> <li>• snake</li> <li>• house</li> <li>• garden</li> <li>• fishing</li> <li>• building</li> <li>• dog</li> </ul>	<p>Show students the community picture from the Sound Awareness Cards Worksheet.  <b>Community. Listen to the first sound. Community.</b> Emphasize the first sound. <b>What is the first sound in community?</b> Allow students to respond, providing support as needed. <b>Yes, the first sound in community is /k/.</b> Repeat with all of the words from the Sound Awareness Cards Worksheet:</p> <ul style="list-style-type: none"> <li>• boat</li> <li>• raft</li> <li>• fire</li> <li>• Mother</li> <li>• Father</li> <li>• snake</li> <li>• house</li> <li>• garden</li> <li>• fishing</li> <li>• building</li> <li>• dog</li> </ul>		
TEST	<p>Show students the community picture from the Sound Awareness Cards Worksheet.  <b>Community. Listen to the first sound. Community.</b> Emphasize the first sound.  <b>Is the first sound /k/?</b> Allow students to respond. Repeat with all of the words from the Sound Awareness Cards Worksheet:</p> <ul style="list-style-type: none"> <li>• boat</li> <li>• raft</li> <li>• fire</li> <li>• Mother</li> <li>• Father</li> <li>• snake</li> <li>• house</li> <li>• garden</li> <li>• fishing</li> <li>• building</li> <li>• dog</li> </ul>	<p>Show students the community picture from the Sound Awareness Cards Worksheet.  <b>Community. Listen to the first sound. Community.</b> Emphasize the first sound. <b>What is the first sound in community?</b> Allow students to respond. Repeat with all of the words from the Sound Awareness Cards Worksheet:</p> <ul style="list-style-type: none"> <li>• boat</li> <li>• raft</li> <li>• fire</li> <li>• Mother</li> <li>• Father</li> <li>• snake</li> <li>• house</li> <li>• garden</li> <li>• fishing</li> <li>• building</li> <li>• dog</li> </ul>		

	LEVEL 1	LEVEL 2	LEVEL 3
PROMPTING AND ERROR CORRECTION	<p>If the student does not respond within four seconds, provide a verbal prompt, such as, <b>Is [sound] the first sound in [word]?</b></p> <p>If the student still does not respond within four seconds or makes additional errors, provide a model prompt. For example, point to a yes or no response option and say, <b>[Yes/No]. [Sound] [is/is not] the first sound in [word]. Your turn.</b></p> <p>If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. For example, use hand-over-hand assistance to help them point to the correct yes/no response and say, <b>[Yes/no.] [Sound] [is/is not] the first sound in [word],</b> as you prompt them.</p>	<p>If the student does not respond within four seconds, provide a verbal prompt, such as, <b>Tell me the first sound in [word].</b></p> <p>If the student still does not respond within four seconds or makes additional errors, provide a model prompt. For example, say, <b>[Sound] is the first sound in [word]. Your turn.</b></p>	
REINFORCE	<p><b>Great! You told me the beginning sounds in words.</b></p>		

### Word Study and Analysis Activity

**Materials:** *The Swiss Family Robinson* Closed Syllables Cards Worksheet, Magnetic Display Trays, Magnetic Whiteboard, dry erase marker

**Data Sheet:** System of Least Prompts Small Group Data Sheet

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p><b>Today, we are going to keep learning about closed syllables and short vowel sounds. A closed syllable is a syllable with one vowel and a consonant at the end. The vowel makes a short vowel sound. Let’s review our vowels and short vowel sounds.</b> Display the “a” card from <i>The Swiss Family Robinson</i> Closed Syllables Cards Worksheet on the Magnetic Display Tray on the Magnetic Whiteboard. <b>This is the vowel “a.” “A” makes the short vowel sound /ă/. Repeat review with “e,” “i,” “o,” and “u.”</b></p>		
MODEL	<p>Display the “cut” card from the Closed Syllables Cards Worksheet on the Magnetic Display Tray on the Magnetic Whiteboard. <b>This word is “cut.” This word has one syllable. “Cut” is a closed syllable. It has one vowel, “u” (point to the “u”), and a consonant at the end (point to the “t” at the end of the syllable). “Cut” is a closed syllable. That means that the “u” will be a short vowel sound. “U” will say /ŭ/. Repeat instruction for bad, dog, get, and fish using the cards from the Closed Syllables Cards Worksheet.</b></p> <p>Display the “picnic” card from the Closed Syllables Cards Worksheet on the Magnetic Display Tray on the Magnetic Whiteboard. <b>This word is “picnic.” This word has two syllables.</b></p> <p style="text-align: center;">(continued)</p>		



	LEVEL 1	LEVEL 2	LEVEL 3
	<p>Write the word “picnic” on the Magnetic Whiteboard. Draw a line to separate the two syllables: pic/nic. <b>Here are the two syllables: “pic” and “nic.” “Pic” is a closed syllable. It has one vowel, “i” (point to the “i”), and a consonant at the end (point to the “c”). “Nic” is a closed syllable. It has one vowel, “i” (point to the “i”), and a consonant at the end (point to the “c”).</b> Repeat instruction for “basket” using the card from the Closed Syllables Cards Worksheet.</p>		
LEAD	<p>Display the “cut” card from the Closed Syllables Cards Worksheet on the Magnetic Display Tray on the Magnetic Whiteboard. <b>This word is “cut.” This word has one syllable. “Cut” is a closed syllable. It has one vowel, “u” (point to the “u”). Touch the vowel.</b> Allow students to respond, providing support as needed. <b>Closed syllables have a consonant at the end (point to the “t” at the end of the syllable). Touch the consonant at the end.</b> Allow students to respond, providing support as needed. Repeat for bad, dog, get, and fish using the cards from the Closed Syllables Cards Worksheet.</p>	<p>Display the “cut” card from the Closed Syllables Cards Worksheet on the Magnetic Display Tray on the Magnetic Whiteboard. <b>This word is “cut.” How many syllables does it have?</b> Allow students to respond, providing support as needed. <b>“Cut” is a closed syllable. It has one vowel. Touch the vowel.</b> Allow students to respond, providing support as needed. <b>Closed syllables have a consonant at the end. Touch the consonant at the end.</b> Repeat for bad, dog, get, and fish using the cards from the Closed Syllables Cards Worksheet.</p> <p>Display the “picnic” card from the Closed Syllables Cards Worksheet on the Magnetic Display Tray on the Magnetic Whiteboard. <b>This word is “picnic.” How many syllables does it have?</b> Allow students to respond, providing support as needed. Write the word “picnic” on the Magnetic Whiteboard. Draw a line to separate the two syllables: pic/nic. <b>Here are the two syllables: “pic” and “nic.” “Pic” is a closed syllable. Touch the vowel.</b> Allow students to respond, providing support as needed. <b>Touch the consonant at the end.</b> Allow students to respond, providing support as needed.</p>	<p>Display the “cut” card from the Closed Syllables Cards Worksheet on the Magnetic Display Tray on the Magnetic Whiteboard. <b>This word is “cut.” How many syllables does it have?</b> Allow students to respond, providing support as needed. <b>“Cut” is a closed syllable. It has one vowel. What is the vowel?</b> Allow students to respond, providing support as needed. <b>What sound does the vowel make?</b> Allow students to respond, providing support as needed. <b>Closed syllables have a consonant at the end. What is the consonant at the end?</b> Repeat for bad, dog, get, and fish using the cards from the Closed Syllables Cards Worksheet.</p> <p>Display the “picnic” card from the Closed Syllables Cards Worksheet on the Magnetic Display Tray on the Magnetic Whiteboard. <b>This word is “picnic.” How many syllables does it have?</b> Allow students to respond, providing support as needed. Write the word “picnic” on the Magnetic Whiteboard. <b>Separate “picnic” into two syllables.</b> Allow students to come to the Magnetic Whiteboard and draw a line to separate the two syllables. Provide support as needed.</p>

	LEVEL 1	LEVEL 2	LEVEL 3
		<p><b>“Nic” is a closed syllable. Touch the vowel.</b> Allow students to respond, providing support as needed. <b>Touch the consonant at the end.</b> Allow students to respond, providing support as needed. Repeat for “basket” using the card from the Closed Syllables Cards Worksheet.</p>	<p>Repeat for “basket” using the card from the Closed Syllables Cards Worksheet.</p>
TEST	<p>Display the “cut” card from the Closed Syllables Cards Worksheet on the Magnetic Display Tray on the Magnetic Whiteboard. <b>This word is “cut.” This word has one syllable. “Cut” is a closed syllable. Touch the vowel.</b> Allow students to respond. <b>Touch the consonant at the end.</b> Allow students to respond. Repeat for bad, dog, get, and fish using the cards from the Closed Syllables Cards Worksheet.</p>	<p>Display the “cut” card from the Closed Syllables Cards Worksheet on the Magnetic Display Tray on the Magnetic Whiteboard. <b>This word is “cut.” This word has one syllable. “Cut” is a closed syllable. Touch the vowel.</b> Allow students to respond. <b>Touch the consonant at the end.</b> Allow students to respond. Repeat for bad, dog, get, and fish using the cards from the Closed Syllables Cards Worksheet.</p> <p>Display the “picnic” card from the Closed Syllables Cards Worksheet on the Magnetic Display Tray on the Magnetic Whiteboard. <b>This word is “picnic.” How many syllables does it have?</b> Allow students to respond, providing support as needed. Write the word “picnic” on the Magnetic Whiteboard. Draw a line to separate the two syllables: pic/nic. <b>Here are the two syllables: “pic” and “nic.” “Pic” is a closed syllable. Touch the vowel.</b> Allow students to respond. <b>Touch the consonant at the end.</b> Allow students to respond.</p> <p style="text-align: center;"><i>(continued)</i></p>	<p>Display the “cut” card from the Closed Syllables Cards Worksheet on the Magnetic Display Tray on the Magnetic Whiteboard. <b>This word is “cut.” How many syllables does it have?</b> Allow students to respond. <b>“Cut” is a closed syllable. It has one vowel. What is the vowel?</b> Allow students to respond. <b>What sound does the vowel make?</b> Allow students to respond. <b>Closed syllables have a consonant at the end. What is the consonant at the end?</b> Repeat for bad, dog, get, and fish using the cards from the Closed Syllables Cards Worksheet.</p> <p>Display the “picnic” card from the Closed Syllables Cards Worksheet on the Magnetic Display Tray on the Magnetic Whiteboard. <b>This word is “picnic.” How many syllables does it have?</b> Allow students to respond. Write the word “picnic” on the Magnetic Whiteboard. <b>Separate “picnic” into two syllables.</b> Allow students to come to the Magnetic Whiteboard and draw a line to separate the two syllables.</p> <p style="text-align: center;"><i>(continued)</i></p>

	LEVEL 1	LEVEL 2	LEVEL 3
		<p><b>“Nic” is a closed syllable. Touch the vowel.</b> Allow students to respond. <b>Touch the consonant at the end.</b> Allow students to respond. Repeat for “basket” using the card from the Closed Syllables Cards Worksheet.</p>	<p>Repeat for “basket” using the card from the Closed Syllables Cards Worksheet.</p>
PROMPTING AND ERROR CORRECTION	<p>If the student does not respond within four seconds, provide a verbal prompt, such as, <b>Touch the [vowel/ending consonant]</b>.</p> <p>If the student still does not respond within four seconds or makes additional errors, provide a model prompt. For example, point to the [vowel/ending consonant] and say, <b>This is the [vowel/ending consonant]. Your turn.</b></p> <p>If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. For example, use hand-over-hand assistance to help them point to the [vowel/ending consonant] and say, <b>This is the [vowel/ending consonant]</b>, as you prompt them.</p>		
REINFORCE	<p><b>Way to go! You learned about closed syllables and short vowels.</b></p>		

### Letter and Sound Identification

**Materials:** *The Swiss Family Robinson* Letter and Sound Cards 1 Worksheet, *The Swiss Family Robinson* Letter and Sound Cards 2 Worksheet, Magnetic Whiteboard, Magnetic Letters (“r,” “b,” “c,” “d,” “f,” “g,” “p,” and “t”) and Magnetic Display Trays

**Data Sheet:** System of Least Prompts Small Group Data Sheet

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p><b>We are going to learn about blends. Blends are when two consonants are next to each other. Today we are going to learn about “r” blends. We can pair “r” with other letters to make blends.</b> Put the letters “r,” “b,” “c,” “d,” “f,” “g,” “p,” and “t” on the Magnetic Whiteboard. Review each letter and letter sound. Point to the letter “r.” <b>This is the letter “r.” “r” makes the /r/ sound.</b> Continue with all of the other letters.</p>		
MODEL	<p>Put the Magnetic Letters “t” and “r” on the Magnetic Whiteboard. Put the picture of the tree from the Letter and Sound Cards 2 Worksheet on a Magnetic Display Tray on the Magnetic Whiteboard. <b>These letters are “t” and “r.”</b> Point to the Magnetic Letters and say, <b>“t” says /t/ and “r” says /r/. So, the blend “tr” says /tr/, as in the word “tree.”</b> Touch “tr.”</p>	<p>Put the Magnetic Letters “t” and “r” on the Magnetic Whiteboard. Put the picture of the tree from the Letter and Sound Cards Worksheet on a Magnetic Display Tray on the Magnetic Whiteboard. <b>These letters are “t” and “r.”</b> Point to the Magnetic Letters and say, <b>“t” says /t/ and “r” says /r/. So, the blend “tr” says /tr/, as in the word “tree.”</b> <b>What letters make up this blend?</b> Allow students to respond, providing support as needed.</p>	

	LEVEL 1	LEVEL 2	LEVEL 3
	<p>Allow students to respond, providing support as needed.</p> <p>Continue modeling with the following blends and target words:</p> <p><b>“br” says /br/, as in brush</b></p> <p><b>“cr” says /kr/, as in crab</b></p> <p><b>“dr” says /dr/, as in drum</b></p> <p><b>“fr” says /fr/, as in frog</b></p> <p><b>“gr” says /gr/, as in green</b></p> <p><b>“pr” says /pr/, as in pretzel</b></p>	<p>Continue modeling with the following blends and target words:</p> <p><b>“br” says /br/, as in brush</b></p> <p><b>“cr” says /kr/, as in crab</b></p> <p><b>“dr” says /dr/, as in drum</b></p> <p><b>“fr” says /fr/, as in frog</b></p> <p><b>“gr” says /gr/, as in green</b></p> <p><b>“pr” says /pr/, as in pretzel</b></p>	
LEAD	<p><b>Let’s identify blends together.</b> Put the “tr” card from the Letter and Sound Cards 1 Worksheet and the tree Picture Card from the Letter and Sound Cards 2 Worksheet on the Magnetic Whiteboard. <b>“tr” says /tr/, as in “tree.”</b> Point to the blend “tr” and the tree picture as you give the instruction. <b>This blend is “tr” (pointing), it makes the /tr/ sound, as in “tree.” Touch “tr” while I make the sound /tr/.</b> If students can make a vocal response, have them make the sound with or after you. Repeat with the other “r” blends from the Letter and Sound Cards 1 Worksheet.</p> <p>Pull out the remaining Picture Cards from the Letter and Sound Cards 1 and 2 Worksheets. <b>“r” blends are at the beginning of these words as well. Listen to the different blends at the beginning of these words.</b> Emphasize the blend sounds and point to the “r” blends at the beginning of each word as you say the following:</p> <ul style="list-style-type: none"> <li>• fries</li> <li>• train</li> <li>• grass</li> <li>• broom</li> <li>• dress</li> </ul>	<p><b>Let’s identify blends together.</b> Put the “tr” card from the Letter and Sound Cards 1 Worksheet and the tree Picture Card from the Letter and Sound Cards 2 Worksheet on the Magnetic Whiteboard. <b>“tr” says /tr/, as in “tree.”</b> Point to the blend “tr” and the tree picture as you give the instruction. <b>This blend is “tr” (pointing), it makes the /tr/ sound, as in “tree.” What letters make the /tr/ sound?</b> If students can make a vocal response, have them name the letters. Alternately, students can touch the letters.</p> <p>Pull out the remaining Picture Cards from the Letter and Sound Cards 1 and 2 Worksheets. Pair the Picture Cards with the blends from the Letter and Sound Cards 1 Worksheet. <b>“r” blends are at the beginning of these words as well. Say the different blends at the beginning of these words.</b> Emphasize the blend sounds and point to the “r” blends at the beginning of each word as you say the following:</p> <ul style="list-style-type: none"> <li>• fries</li> <li>• train</li> <li>• grass</li> <li>• broom</li> <li>• dress</li> </ul> <p><b>Great job! Now it is your turn to say the “r” blends. When I show you an “r” blend, you say the sounds.</b> Practice with all of the “r” blends from the Letter and Sound Cards 1 Worksheet.</p>	
TEST	<p><b>Your turn. Let’s identify blends and their sounds!</b> Display the blend “tr” and a distractor blend. <b>Point to the blend “tr.”</b> Allow students to take turns identifying the blend.</p> <p style="text-align: center;"><i>(continued)</i></p>	<p><b>Your turn. Let’s identify blends and their sounds!</b> Display the blend “tr.” <b>What letters are in this blend?</b> Encourage students to respond verbally or through an AAC device.</p> <p style="text-align: center;"><i>(continued)</i></p>	

	LEVEL 1	LEVEL 2	LEVEL 3
	If students give an incorrect response or don't respond, refer to the Prompting and Error Correction box for instructions on prompting.	<b>What does this blend say?</b> If students give an incorrect response or don't respond, refer to the Prompting and Error Correction box for instructions on prompting.	
PROMPTING AND ERROR CORRECTION	<p>If the student does not respond within four seconds, provide a verbal prompt, such as, <b>Find the blend "tr."</b></p> <p>If the student still does not respond within four seconds or makes additional errors, provide a model prompt. For example, point to the correct blend and say, <b>This is the blend "tr." Your turn!</b></p> <p>If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. For example, use hand-over-hand assistance to help them point to the correct blend and say, <b>This is the blend "tr,"</b> as you prompt them.</p>	<p>If the student does not respond within four seconds, provide a verbal prompt, such as, <b>What does "tr" say?</b></p> <p>If the student still does not respond within four seconds or makes additional errors, provide a model prompt. For example, point to the blend and say, <b>The blend "tr" says /tr/. Your turn!</b></p> <p>If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. For example, use hand-over-hand assistance to help them point to the blend and say, <b>This is the blend "tr." It says /tr/,</b> as you prompt them.</p>	
REINFORCE	<b>Fantastic! You learned "r" blends and the sounds they make.</b>		



**Instructional Tip!** If students are unable to make a vocalization or approximation, support using an AAC voice output device or keyboard with text to speech. Alternatively, practice receptive identification or touching a yes/no response (e.g., **Hold up the letter card when I make the sound**).

## Decoding

**Materials:** *The Swiss Family Robinson* Letter and Sound Cards 1 Worksheet, *The Swiss Family Robinson* Decoding Cards Worksheet, Magnetic Whiteboard, and Magnetic Display Trays

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p><b>We learned about "r" blends. We can practice reading words containing "r" blends.</b> Briefly review each "r" blend using the cards from the Letter and Sounds Cards 1 Worksheet. Display each blend. <b>What does this say?</b> Students who are minimally verbal can respond on their AAC device. Or, they can be asked, <b>Which blend says [blend sounds]?</b></p>		

	LEVEL 1	LEVEL 2	LEVEL 3
MODEL	<p><b>Let’s pair “r” blends with other letters to read some words.</b> Put the word “crab” from the Decoding Cards Worksheet on a Magnetic Display Tray on the Magnetic Whiteboard. <b>This is the blend “cr.”</b> Point to the blend “cr.” <b>It says /kr/. This is the letter “a.”</b> Point to the letter “a.” <b>It says /ă/. This is the letter “b.”</b> Point to the letter “b.” <b>It says /b/. I’m going to put these sounds together. /kr/-/ă/-/b/. Stretch the sounds out as you say each sound. Now, I’ll say the sounds quickly. /kr/-/ă/-/b/. So, the letters “cr,” “a,” and “b” make the word “crab.”</b> Repeat with drum, frog, crib, grin, drip, brush, trap, and drop.</p>		
LEAD	<p><b>Let’s sound this word out together. This is the blend “cr.”</b> Point to the blend “cr.” <b>It says /kr/. Say the sounds with me: /kr/. This is the letter “a.”</b> Point to the letter “a.” <b>It says /ă/. Say the sound with me: /ă/. This is the letter “b.”</b> Point to the letter “b.” <b>It says /b/. Say the sound with me: /b/. Let’s put these sounds together. /kr/-/ă/-/b/. Stretch the sounds out as you say each sound. Now, let’s say the sounds quickly. /kr/-/ă/-/b/. So, the letters “cr,” “a,” and “b” make the word “crab.”</b> Repeat with drum, frog, crib, grin, drip, brush, trap, and drop.</p>		
TEST	<p><b>Look at this word.</b> Point to the word “crab” on the Magnetic Whiteboard. <b>Sound this word out.</b> Repeat with drum, frog, crib, grin, drip, brush, trap, and drop.</p>		
PROMPTING AND ERROR CORRECTION	<p>If the student does not respond within four seconds, provide a verbal prompt, such as, <b>Say the sounds for “cr,” “a,” and “b.”</b></p> <p>If the student still does not respond within four seconds or makes additional errors, provide a model prompt. For example, point to the word “crab” and say, <b>/cr/-/ă/-/b/. Your turn!</b></p>		
REINFORCE	<p><b>Excellent! You sounded out several words!</b></p>		

### Generalization and Extension Activities

To provide your students with extended practice and to help them generalize learned skills, complete one or more of the following activities at a time that works with your schedule.

ACTIVITY	DESCRIPTION
“r” Blends Display	Have students look through magazines and newspapers to find pictures that start with “r” blends. Make a poster for each “r” blend and attach the images that students find. Display in the classroom.
“r” Blends Show and Tell	Let students bring in a picture or item that begins with one of the “r” blends they learned. Students can present their item or picture to the class.