

DAY 1

COMPREHENSION FOCUS:

Infering: Infer from Character Actions and Dialogue



STEP 1 → To open the day's lesson, read a tongue twister, song, poem, or chant.

**STEP 2** → INTRODUCE THE NEW BOOK

Shared Reading

Introduce the book by reading the title: *Chip Moves In*. Read the author's name and the illustrator's name. Invite students to make predictions based on the title and cover illustration.

- *Rusty loves being the family's robot, but today a new robot comes to live with the family. How do you think Rusty will feel about that?*
- Explain unfamiliar concepts, such as *chores* (page 2), *glanced* (page 12), and *grinned* (page 13).

EXPLAIN THE COMPREHENSION FOCUS

Display the Infer from Fiction card. *Paying attention to what a character says and does can help us make inferences about the character. An inference is what we think. It is not written in the text.* Read the four steps on the Infer from Fiction card. *Today we are going to use these steps to make inferences about the characters.*

READ

For today's reading session, plan to read up to **page 7**. You will finish the book on Day 2.

Echo Read: page 2

- **Page 2:** *How does Rusty feel on this page? We read that he had a perfect life, and I see the expression on his face. Make that same face and show your partner.*
- **Page 3:** *Rusty is feeling happy because he thinks he has a perfect life. Look at the thought bubble on page 3. He is thinking about his family playing a game together. They all look happy.*

Cloze Read: pages 4 and 5

- **Pages 4-5:** *Since the text doesn't say how Rusty feels, we need to make an inference. Look at Rusty's expression. Make that face and show your partner. Now think about what Jada says about Chip on page 5. I can put those two things together to make an inference about how Rusty feels. My inference is that Rusty isn't happy about Chip being there.*
- **Page 5:** *Let's find the word friend. Run your pointer under the word friend.*

Choral Read: pages 6 and 7

- **Page 7:** *When Jada asks Rusty, "How amazing is that?" how does Rusty respond? Find that part (says, "Beep, beep," softly). That's surprising. Everyone else is excited. Put your thumb up if you have an inference about Rusty's feelings now.*
- **Page 7:** *The last sentence says, "He felt his robot heart freeze up." Tell your partner what you are thinking. (Rusty is worried that things may change now that Chip will be living there).*

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Author: Michèle Dufresne

Illustrator: E. A. Davis

Downloadable Resources

- Infer from Fiction Comprehension Card
- "The Trip Down the Coast" Super Story
- Sight Words Matching Cards
- Sight Words Tic-Tac-Toe Board
- Vowel Pattern Letter and Picture Cards

DISCUSS

- What inferences are you making about Jada and Anthony? How do they feel about Chip (excited)? What is the evidence in the text and illustrations (their facial expressions, dialogue, and actions)?
- What inferences are you making about Chip? Chip doesn't say anything, and he hasn't done anything, but you can still make an inference about his feelings. Show your partner how Chip feels (he's happy). What is your text evidence (the illustration)?

TEACH (Word Solving)

Turn to page 5.

- Point to the word awesome. What part do you know in this word? Cover the first part (some). Now let's look at the first part. If you don't know how to read the first part (awe), you can use a word you know to help yourself (saw). Write saw and awe on the board and underline aw.
- Whenever you see aw in a new word, use saw to help you read the word.



STEP 3 → BLENDING: Phonemes

Phonological Awareness Activity

Model: I am going to say the sounds in a word. We are going to put the sounds together to make the word.

- Use the Sally the Cow Puppet to say the sounds in the word: c-ō-ch.
- Have students repeat the sounds.
- Put the sounds together to make the word: coach.

Guided Practice: th-r-ō-t, throat

t-ō-s-t, toast

g-ō-l-ē, goalie

c-l-ō-k, cloak



STEP 4 → MAKING WORDS: Vowel Pattern oa

Word Study/Phonics Activity

Have students stand at the front of the classroom, holding the following Shared Reading Letter Cards: a, b, c, f, h, k, l, o, r, t, and add an extra t.

- Make the word cloak.
- Say a word with a new initial or final consonant or blend: croak. What letters need to change to make the new word?
- Have students make these words: oak, oat, boat, float, and throat.



STEP 1 → To open the day's lesson, read a tongue twister, song, poem, or chant.

Warm-Up



STEP 2 → **FINISH READING THE BOOK**

Shared Reading

Display and review the Infer from Fiction card.

Choral Read: pages 8 and 10

Cloze Read: pages 12 and 13

- **Page 12:** *What surprising action does Chip do on this page (reveals their hiding location)? What inference can you make (Chip has never played hide-and-seek)?*
- **Page 12:** *Let's find the word around. Run your pointer under the word around.*
- **Page 13:** *Put your thumb up if you know what Rusty does on this page (he grins)? Show your partner a grin. Why is Rusty grinning? Who can find a clue on page 12 (Chip is terrible at hide-and-seek)? Why is Rusty happy that Chip is terrible at hide-and-seek? That's your inference. Talk with your partner (maybe they won't keep Chip, Rusty wants to be better than Chip).*

Cloze Read: pages 14, 15, and 16

- **Pages 14-15:** *Work with your partner. One of you is going to make an inference about Chip. Use the illustration. The other is going to make an inference about Rusty. What surprising action does he do (smiles at Chip)? Begin by saying, I think Chip ___ or I think Rusty ___.*

DISCUSS

- Turn to page 16. *What does it mean when the text says, His robot heart began to melt? Whose heart is the author talking about: Chip's or Rusty's? Why is it melting (his feelings are changing)?*
- *There's a surprising action at the end of the story (Rusty helps Chip learn how to play Go Fish). What causes Rusty's feelings toward Chip to change (he sees Chip put his head down)?*

TEACH (Word Solving)

Turn to page 16.

- Point to the word *our*. *This word can be tricky. Write our and out on the board. What part is the same in these two words (ou)? You can use out to help you read our.*
- *There are other ou words in this book. Write the following words: loudly, couch, counting. Work with your partner and use the ou sound in out to help you read these words.*

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STEP 3 → SEGMENTING: Stretching to Segment Phonemes

Phonological
Awareness
Activity

Model: *I am going to say a word. We are going to break the word apart by listening for all the sounds.*

- Say a word: *float*.
- Have students repeat the word.
- Say the word again, stretching the sounds as you tap your head, shoulders, knees, and toes.
- Say the word again, isolating the sounds as you repeat the hand motions: f-l-ō-t.

Guided Practice: *coast, c-ō-s-t, coast*
groan, g-r-ō-n, groan
croak, c-r-ō-k, croak
soapy, s-ō-p-ē, soapy



STEP 4 → BREAKING BIG WORDS: Vowel Pattern oa

Word Study/
Phonics
Activity

Have students hold the following Shared Reading Letter Cards: *a, b, c, g, i, n, o, s,* and *t*.

- On the board, write the word: *coasting*. Do not say the word aloud.
- Have students make the word: *coasting*.
- Have students step apart to break off the ending, then at the vowel: *c-oast-ing*. Hold your hand above students' heads as they read the three parts.
- Have students step back together and read the word: *coasting*.
- Repeat the procedure with the word: *boasting*.
- On the board, write the word: *toasted*. Have students read it aloud.
- *Now let's read all three words together.*



STEP 1 → To open the day's lesson, read a tongue twister, song, poem, or chant.

Warm-Up



STEP 2 → **TEACH THE NEW SIGHT WORD: friend**

Prompt,
Plan, and
Write



What's Missing?



Mix and Fix

WRITING ABOUT THE CHARACTERS

Prompt: Write about Rusty's actions toward Chip. Why did he do what he did?

Plan: Create a T-chart on the chart paper with the headings *Action* and *Inference (Why?)*. Let's make a list of Rusty's actions. Then we can list some key words to describe our inferences.

Action	Inference (Why?)
heart froze	worried
grinned	glad
heart melted	felt sorry
helped Chip	kind

Let's write about one of Rusty's actions together.

Dictated Sentence: Rusty's heart froze, and he groaned when he learned about a new friend named Chip moving in with the family.

- Say the sentence and then have students repeat it with you.
- Share the marker with students and have them help write challenging words, especially multisyllabic words, compound words, words with inflectional endings, and words containing previously taught phonic elements.
- Use letter boxes for *groaned*, *learned*, and *family*.

TEACH (Spelling)

- If you want to write a word you don't know how to spell, we can first check the class word wall to see if it is there. If it is, copy it onto your paper. If the word is not there, say the word slowly and write the sounds you hear.
- Model with *heart* and *friend*.

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STEP 3 → DELETING: Onset

Phonological
Awareness
Activity

Model: *I am going to say a word. We are going to take away one part of the word.*

- Put your hands together as you say a word: *float*.
- Have students repeat the word.
- Pull away your right hand and make a fist as you say the part of the word you are deleting (onset): /fl/.
- Say the part that is left: *oat*.

Guided Practice: *groan*, take away /gr/, *oan*
broach, take away /br/, *oach*
cloak, take away /cl/, *oak*
throat, take away /thr/, *oat*



STEP 4 → ANALOGY CHARTS: Vowel Pattern *oa* and *r*-Controlled Vowel *or*

Word Study/
Phonics
Activity

Distribute Word Study Cards and dry-erase markers.

- Dictate two key words and have students write one key word in each column at the top of their chart: *boat* and *for*.
- Have students underline the vowel pattern in each word: *bo**at* and *f**o**r*.
- Dictate the words listed below one at a time. Have students listen to each word and find the key word that has the same vowel sound. Then have students record the new word in the correct column and underline the vowel pattern: *scorching*, *bloat*, *croak*, *stormed*, *goal*, *inform*.
- Have students read the words in each column.



STEP 1 → To open the day's lesson, read a tongue twister, song, poem, or chant.

Warm-Up



STEP 2 → **RETEACH THE NEW SIGHT WORD: friend**

Prompt,
Plan, and
Write



Rug Writing



Write and Retrieve

WRITING ABOUT THE CHARACTERS

Reread Prompt: Write about Rusty's actions toward Chip. Why did he do what he did?

Review Plan: Review the writing plan with students. Reread the dictated sentence from Day 3.

Guided Writing: While students are writing, circulate the room and confer with individuals. Have students use the classroom word wall and/or the Vowel Chart Card as a spelling reference. Assist students with their writing by referencing the writing plan, orally rehearsing their next sentence, or addressing their individual writing target.

Have students share their writing with a partner.

TEACH (Writing Target)

- Select a writing target from the teaching guide based on your observations.



STEP 3 → **SUBSTITUTING: Rime**

Phonological
Awareness
Activity

Model: I am going to say a word. We are going to make a new word by changing part of that word.

- Put your hands together as you say the word: toast.
- Have students repeat the word.
- Pull away your left hand and say the part you are changing: oast.
- Make a fist with your left hand and say the new part: oad.
- Put your hands together again as you say the new word: toad.

Guided Practice: load, change oad to oaf, loaf
road, change oad to oast, roast
coach, change oach to oast, coast
soak, change oak to oap, soap



STEP 4 → **DECODING WORDS IN CONTROLLED TEXT: Vowel Pattern oa**

Word Study/
Phonics
Activity

“The Trip Down the Coast” Super Story

- Display the story and point to each word as you model decoding strategies for the first few words. Then have students finish reading the sentences.
- Practice reading the sight word: friend.
- Have students read the sentences again fluently.

DAY 5



STEP 1 → To open the day's lesson, read a tongue twister, song, poem, or chant.

Warm-Up



STEP 2 → Select a section or chapter to reread together for deeper meaning. Ask an open-ended question about the section you selected. Encourage student discussion, either in a group or partner pairs.

Reread
Books



STEP 3 → **ASSESSMENT: Sight Word Review**

Assessments Dictate three or four of the following sight words and have students write them on a piece of paper: *friend, while, excited, different, there, another, really, across, thought, people, great, many, together, first, use, walk.*

ASSESS PHONICS FOCUS: Vowel Pattern oa

Have students fold their paper in half and then in half again to create four squares. Dictate the following words for students to write in each square: *road, gloat, foam, and toasting.*

Follow-Up
Activity

→ Provide students with a stapled blank book with four to five pages. *Make a book about something Rusty and Chip might do together. Some examples of what your story could be about might be something Rusty teaches Chip how to do, a project Rusty and Chip make, or an adventure Rusty and Chip have. Be sure to use complete sentences. Draw a picture on each page to match what you wrote.*

Tips
for ELL

→ To support the writing task, divide the task into manageable chunks. Orally rehearse and transfer to formal writing one part of the plan at a time. Encourage students to use appropriate transition words to move their writing along. Orally rehearsing what to write prior to physically writing it supports English language learners in developing cognitive academic language and supports and enhances formal writing progress.

Literacy
Center or
Independent
Practice

- Have students play Sight Words Tic-Tac-Toe. This sight words game is similar to traditional tic-tac-toe, but instead of each player using an X or O, each player chooses a sight word to play with. Print out the Sight Words Tic-Tac-Toe Board and decide who goes first. Have each player choose a sight word from the Sight Words Matching Cards and write it in their box at the top of the board. As you begin to play, be sure each player reads the sight word after they write it in their chosen tic-tac-toe box. The first person to get three words in a row wins.
- Have students play the Vowel Pattern Matching Game. Place previously taught Vowel Pattern Letter and Picture Cards in the center. Ask students to lay the letter cards faceup on one side of the table and the picture cards faceup on the other side of the table. Have students take turns matching a letter card with a picture card. They should say the picture (*bird*), the pattern (*/ir/*), and the letters (*i, r*). The game continues until all the vowel pattern cards have been matched. Allow students to play the Vowel Pattern Speed Game either before or after this game.
- Place individual copies of *Chip Moves In* in a shared reading basket for independent practice.
- Have students read "The Trip Down the Coast" Super Story to a buddy.
- Have students share their books with a partner.