

Lesson 25 Read “Tin Raft” and “Lost in the Bog”

Objective

In this lesson, students read two short stories and practice matching text and illustrations.

You Will Need

- ☐ *Blast Off to Reading!* pages 153-159
- ☐ *The Runt Pig* book

Before You Begin



Today your student will read the first story in the second reader, *The Runt Pig*.

The stories in *The Runt Pig* will increase your student's fluency and comprehension skills even further. The wide variety of content will help keep your student interested and motivated.

Remember to check out the tips in Appendix J if your student runs into difficulties while reading the stories.

Review

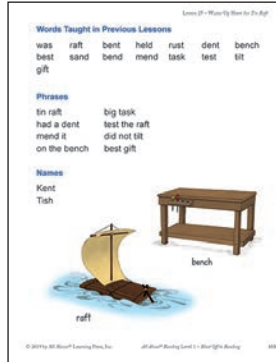


It's time to review the cards behind the Mastered dividers to ensure they stay fresh in your student's mind.

Shuffle the cards behind both Mastered dividers and choose a selection for review.

Story 1: “Tin Raft”

Read the Warm-Up Sheet for “Tin Raft”



Turn to page 153 in the *Blast Off* activity book.

Have your student practice reading words and phrases that will be encountered in “Tin Raft.”

Point out the name *Tish* in the Names section. “Tish is a nickname for Patricia.”

Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of a raft on the Warm-Up Sheet. “A *raft* is a flat structure that floats and is used as a boat. Rafts are often made of wood lashed together with cord.”

Point out the illustration of a workbench on the Warm-Up Sheet. “This is a *workbench*. A workbench is a table where you can keep your tools, do small carpentry or electrical work, or repair small items.”

“Have you ever had a favorite toy that was damaged or broken? What did you do to fix it?”

“The boy in this story has a damaged toy raft. Let’s see if someone can fix it.”

Read “Tin Raft”

“Turn to page 9 in your reader and read ‘Tin Raft’ aloud.” Discuss your student’s ideas for the questions below as you come to them.

After page 14: “Look at the raft in the illustration. Do you think it will be able to float now? Why or why not?”

After reading: “Why does Kent think this is the best gift?”

New Teaching

(continued)

Complete Activity Sheet

“Now let’s read some of the words from the story and see if you can match them to the illustrations.”



Make a Match

Remove pages 155-157 from the activity book.

Cut out the text and illustration cards.

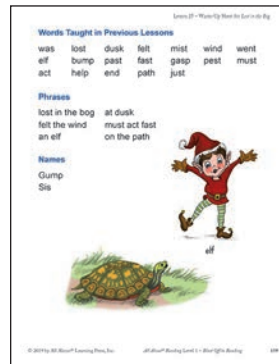
Set the text cards in a pile face down. Spread the illustration cards face up on the table. Have your student draw one text card at a time, read it, and match it to the most appropriate illustration.

If your student does not find the right match, return the card to the bottom of the stack to try again later.

Continue until your student has read all the text cards and matched them to the illustrations.

Story 2: “Lost in the Bog”

Read the Warm-Up Sheet for “Lost in the Bog”



Turn to page 159 in the activity book.

Have your student practice reading words and phrases that will be encountered in “Lost in the Bog.”

Point out the name *Sis* in the Names section. “Sis is a nickname for Sister.”

Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of an elf on the Warm-Up Sheet. “An *elf* is a small, imaginary human, often shown with pointy ears.”

New Teaching

(continued)

Point out the illustration of a box turtle on the Warm-Up Sheet. “This is a *box turtle*. A box turtle is a land turtle with a low shell that can be completely closed around the animal inside. This type of turtle lives in North America and Mexico and is often kept as a pet.”

“Have you ever seen a turtle? What do turtles do when they get scared? What do *you* do when you get scared?” Discuss how turtles hide in their shells and what your student does when he is afraid of something.

“Let’s see what happens when the turtle in this story gets scared.”

Read “Lost in the Bog”

“Turn to page 19 in your reader and read ‘Lost in the Bog’ aloud.” Discuss your student’s ideas for the questions below as you come to them.

After page 22: “What do you think bumps Gump?”

After page 28: “Who or what do you think is on the path?”

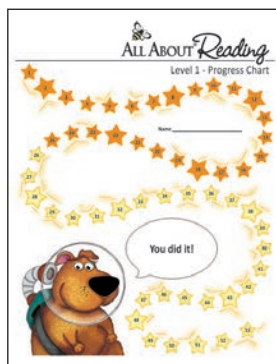
Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 25 on the Progress Chart.

Lesson 26 Words with Initial Blends

Objective

This lesson teaches words containing consonant blends at the beginning and the Leap Word *to*.

You Will Need

- ☐ *Blast Off to Reading!* pages 161-174
- ☐ Word Cards 113-122

Before You Begin

Preview Initial Blends

In this lesson, your student will learn to read words with consonant blends at the beginning. For most students, initial blends are slightly more difficult than final blends. Read the following examples and listen for the blends.

step plan swim frog glad



Remember that a consonant blend is different from a consonant team. In consonant blends such as st, pl, and fr, each letter retains its own sound. In consonant teams, such as th, sh, and ch, two letters combine to make a completely new sound.

Review



Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



Make phonogram review more energetic with the "Jump On It" activity. For instructions, look for this icon in Appendix G.



Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.

Blend Sounds with Letter Tiles

Build the word *spot* with letter tiles.



“Sometimes there are two consonants at the beginning of a word, as in the word *spot*. Listen and watch as I blend the letters in this word.”

Touch the s and say /s/.



Touch the p and say /p/.



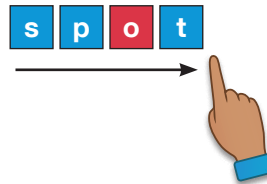
Touch the o and say /ō/.



Touch the t and say /t/.



Now go back to the beginning of the word. Slide your finger under the letters s-p-o-t and say *spot* slowly.



Finally, read the word *spot* at a normal pace as we do when we speak.

Using the same procedure for blending, have your student sound out the word *flag*.



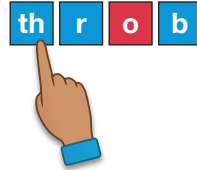
Decode Words Containing Two-Letter Phonograms

Build the word *throb* with letter tiles.

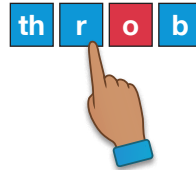


Point to the th tile. “Listen and watch as I sound out a word that has th at the beginning.”

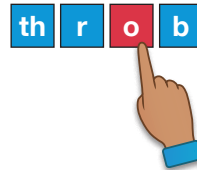
Touch the th and say /th/.



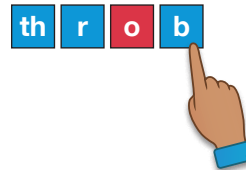
Touch the r and say /r/.



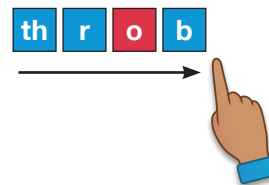
Touch the o and say /ō/.



Touch the b and say /b/.



Now go back to the beginning of the word. Slide your finger under the letters th-r-o-b and say *throb* slowly.



Finally, read the word *throb* at a normal pace as we do when we speak.

Using the same procedure for blending, have your student sound out the word *shred*.



Complete Activity Sheets

“Let’s flip some words with blends at the beginning.”



Word Flippers for Initial Blends

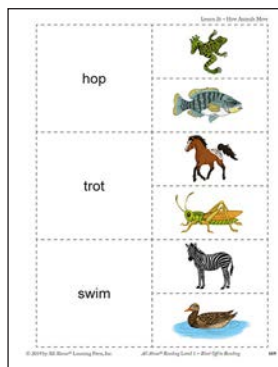
Remove pages 161-167 from the *Blast Off* activity book.

There are four Word Flippers in this lesson. Each page will create one flipper.

Refer to Appendix E for assembly instructions.

Have your student turn the pages and read the words that are formed.

“Now let’s make these animals move!”



How Animals Move

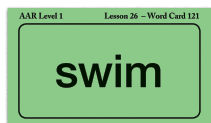
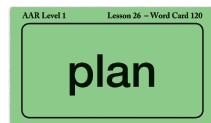
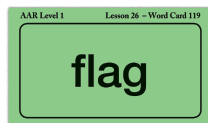
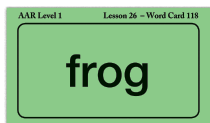
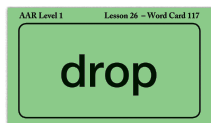
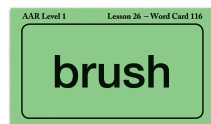
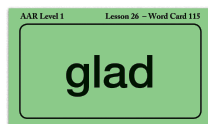
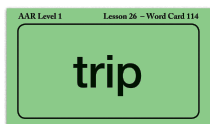
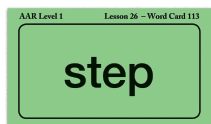
Remove page 169 from the activity book.

Cut out the movement cards and the animal cards. Have your student match the picture of each animal with the movement it makes.

- *hop* (frog, grasshopper)
- *trot* (horse, zebra)
- *swim* (fish, duck)

Practice Reading Words

Have your student practice reading the words on Word Cards 113-121.



New Teaching

(continued)

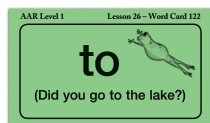
In some regions, *flag* is pronounced with a long a instead of a short a. If your student has difficulty reading the word *flag* due to pronunciation, make it a Leap Word, following the general format for the word *to* in the next section.

File the Word Cards behind the Review divider in the Reading Review Box.

Teach a Leap Word: *to*

We are treating the word *to* as a Leap Word because it contains the third sound of o, which has not been taught yet.

Show Word Card 122 to your student.



“This word is *to*, as in *Did you go to the lake?*”

Point to the o. “The o doesn’t say the sound we expect it to.”

Review this Leap Word several times today and then file it behind the Review divider in the Reading Review Box.

Practice Fluency

If you adapted the teaching of the word *flag* when you taught the Word Cards in this lesson, it is likely that you will need to adapt the words *drag*, *snag*, *stag*, and *brag* on this Practice Sheet as well.



This lesson contains extra Practice Sheets. You may wish to take a few days to cover all of them and to make them more engaging by using games and activities from Appendix F.

New Teaching

(continued)



Turn to pages 171-174 in the activity book.

Have your student read from the Practice Sheets.

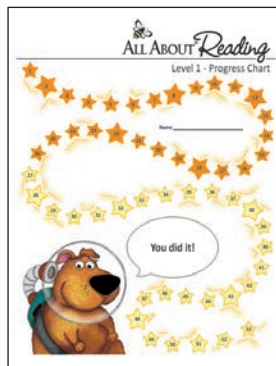
Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 26 on the Progress Chart.



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