

# HIGH NOON READING LESSON FEATURES

High Noon Reading lessons are presented in a consistent yet flexible format that ensures your students receive the comprehensive reading instruction they need.

The collage displays several pages from Lesson 34, 'Final digraphs: ch, th'. It includes:

- Page 70 (Lesson 34):** 'Final digraphs: ch, th' section with 'Lesson Focus', 'Review', 'Teach', 'Apply', and 'Practice' sections. It lists Dolch words with digraphs and provides teacher scripts for 'Getting Started' and 'Teach: Something New'.
- Page 71 (Lesson 34):** 'Getting Started' and 'Something New' sections with word lists and blending activities.
- Page 72 (Lesson 34):** 'Reading Together' section with a reading passage titled 'The Big Game' and a 'C Apply: Reading Together' section.
- Page 73 (Lesson 34):** 'Passage Introduction', 'Reading the Passage', and 'Introducing Vocabulary' sections.

- 1 **Continuous Review Cycle**  
Decoding skills and sight words are consistently reviewed numerous times throughout the program.
- 2 **Sight Word Instruction**  
The Dolch 220 words are introduced, taught, and extensively reviewed throughout the program.
- 3 **Explicit Blending**  
Large, two-color type models the blending process and serves as a core teaching tool for each lesson.
- 4 **Phonemic Awareness Warm-ups**  
Guided phonemic awareness activities allow students to aurally focus on the phonemic pattern taught in each lesson.
- 5 **Scripted Direct Instruction**  
Detailed teacher scripts present explicit instruction for each skill and guide students through each step of the blending process.
- 6 **Vocabulary Instruction**  
Vocabulary definitions and example sentences give opportunities to activate prior knowledge in preparation for reading a passage.
- 7 **Reading Strategies Support**  
Key reading strategies are clearly presented, with questions directly relevant to the reading passage.
- 8 **Fully Decodable Reading Passages**  
Carefully controlled fiction and nonfiction passages contain only words that have been taught and reviewed at least five times previously, ensuring student success in decoding, reading fluency, and comprehension.
- 9 **Questions for Guided Reading**  
Specific questions are interjected during the course of reading to model strategic reading and encourage students to attend to the details of their reading.
- 10 **Timed Reading for Fluency**  
A silent timed reading in each lesson helps students improve their reading fluency. Individual timed readings are included in every assessment lesson.
- 11 **Follow-up Comprehension Questions**  
Follow-up questions allow you to assess students' comprehension of what has just been read.

High Noon Reading Levels 1 and 2 each consist of 65 lessons.

Every tenth lesson and the last lesson focus on assessment.

Each of the instructional lessons, beginning with Lesson 11, is presented in a consistent format.

## A Review: Getting Started

Students read decodable words and sight words that have been previously taught.

## B Teach: Something New

Students are taught a new decoding concept. They practice the new concept by reading words and sentences.

## C Apply: Reading Together

Students read a passage that contains words that have been previously taught or reviewed in at least five lessons. In this section of the lesson, passage vocabulary is introduced, a reading strategy is presented, students answer comprehension questions, and timed reading is conducted.

### A Getting Started

- |    |       |        |        |       |       |         |
|----|-------|--------|--------|-------|-------|---------|
| 1. | kick  | weep   | lead   | drift | hand  | squeeze |
|    | strap | sprint | goal   | cage  | lift  | read    |
| 2. | cheer | this   | throat | dry   | than  | sky     |
|    | chill | thrill | chick  | those | try   | three   |
| 3. | shack | phone  | white  | whiff | shift | shut    |
|    | whim  | shin   | shot   | wheat | wheel | shock   |
| 4. | to    | that   | with   | there | look  | found   |
|    | who   | how    | give   | start | far   | much    |
|    | buy   | warm   | round  | brown | goes  | here    |
|    | hurt  | please | draw   | wash  | laugh | soon    |

### B Something New

1.                    b e a c h → beach  
                          p a t h → path
- 
2.    teach    math    with    coach    broth  
      ranch    bench    bath    lunch    cloth  
      crunch    which    tenth    teeth    reach  
      screech    inch    sloth    bunch    much
3.    I want to take my math class to the ranch.  
      The coach will take our team out for lunch.  
      I had to reach for a cloth from my bath.  
      Who will teach me how to make good broth?

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### C Reading Together

#### The Big Game

Last week we had a game in a lot on our street. All the kids were there. At the start, our team did not do well.<sup>1</sup> But by the end, the teams were tied.

There were two outs and one kid on first base. My pal Ben was up at bat. He had put his first hit off to the side on a strip of grass.<sup>2</sup> He had to get one far out there for our team to win.

The stands were still. No one made a squeak. Then one came fast at Ben. Crack! The bat struck it. There was a streak in the skies. But you had to squint to see it. Where did the hit go?

Just then a dump truck went by. Plop! It fell in the back of the truck.<sup>3</sup> Then off the truck went. "A home run!" one kid gave a yell. Then all the kids let out a squeal. There was no need to sprint to home plate then. Ben just did a strut.<sup>4</sup>

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## D Practice: Workbook Activities

The workbook provides both teacher-directed and independent activities that reinforce skills presented in the lesson.

### Working Together

A Choose the correct answer.

- A. Jell  
B. Mugs  
C. Pans  
D. Eggs
- A. Mix the eggs in a pan.  
B. Let the eggs jell.  
C. Tap it on a mug.  
D. Mix it in a mug.
- A. In a mug  
B. In a hot pan  
C. In the egg  
D. On the fan.
- A. The eggs go in a mug.  
B. You tap the eggs.  
C. The eggs jell.  
D. You get a pan.

B Write the words.

down    want    put    come    she

1. she    2. down    3. put    4. want    5. come

C Write the sentence.

Dan got back at six.

### Try It Out

D Write the sentence.

Can Ed go to the bake sale with me?

Can Ed go to the bake sale with me?

E Change the a or i to o in each word.

cave cove    lane lone    wake woke  
ride rode    male mole    tire tore

F Choose the correct spelling. Write the word.

woke woke    vome vote  
wokl woke    vote vote  
tap tap    sape sale  
ltid tap    sale sale

G Make a sentence with the words.

kite a his Mike pal for made

Mike made a kite for his pal.

H Draw a line under the o.

zone    nose    luck    mope    rake  
ran    rode    he    tone    home

## E Extra Practice

This optional portion of the lesson provides an extensive list of words that represent the decoding concept that is the focus of the lesson. These lists can be used to preteach the skill or to give extra practice to students when needed.

### E Extra Practice

**hop**   **h o p e** → **hope**  
**rob**   **r o b e** → **robe**

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cope	note	lone	pole	vote	rode
mope	lope	vote	code	nope	lone
Rome	hope	robe	pose	tone	robe
cone	nose	dole	nose	node	woke
yoke	mode	hone	rope	home	joke
zone	hole	pope	dome	Nome	sole
rode	lope	mode	hope	cope	bone
bone	hose	sole	mole	woke	wove
code	tome	vote	zone	dome	rote
woke	lobe	note	hole	hose	yoke
nose	joke	cove	dole	lode	rope
tone	bone	home	bone	cone	rose
dome	joke	lone	rose	dome	zone
home	sole	mope	cove	mole	lode
robe	nose	lobe	poke	hone	role
cove	pose	tone	quote	yoke	note