

UNIT 3

The Bat

Students learn the Ender Bender Tip, Ender Bender *s*, and practice identifying nouns and verbs in sentences and in connected text. They are also introduced to the difference between real words and non-words.

New in this unit:

Core Words

bat, pat, ham, tag

Sound-Symbol Correspondences

Consonants: *b, f, h, m, z*

Rime Patterns

ag, at

Eye-Spy Words

do, on, not, see, at, it, she, his, happy

Grammar and Usage

Parts of Speech: verbs, pronouns

Sentence Structure

Noun + verb = sentence

Noun + verb + noun = sentence

Minute Stories

"The Bat"

"At Bat"

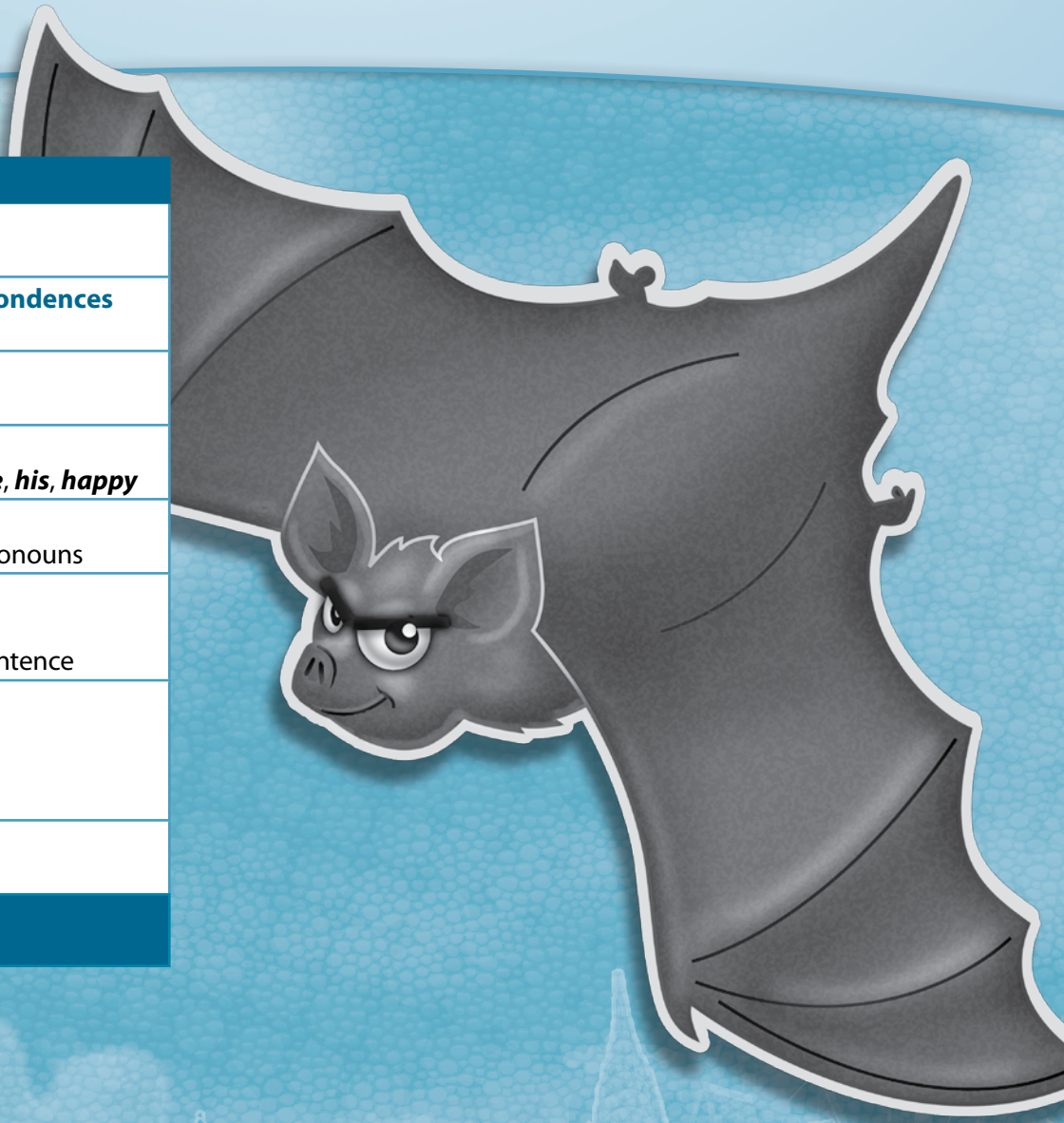
"Tag the Ham"

Tips

Ender Bender *s*

Planning Information

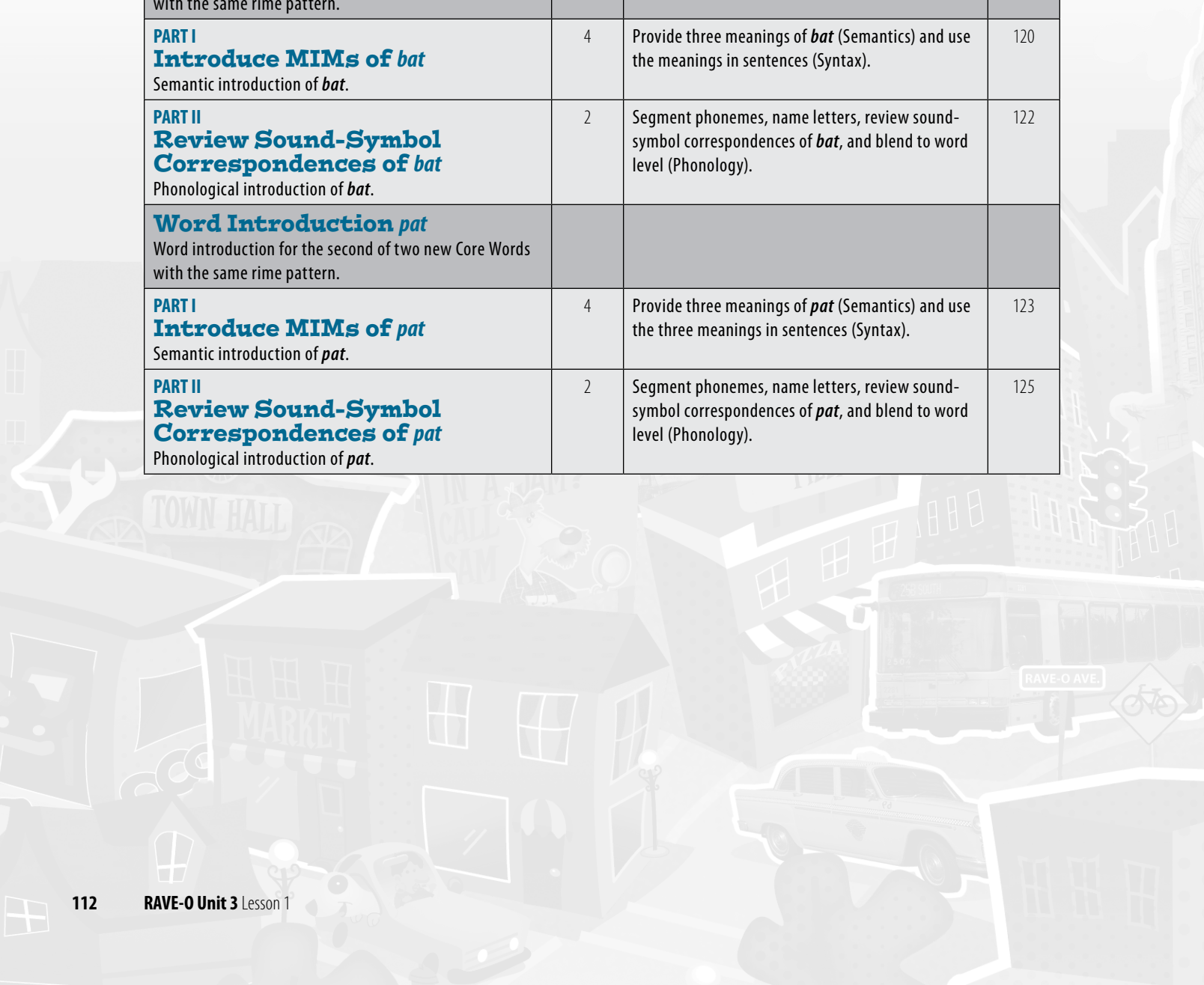
4-lesson unit



Knowing that the same word can be used as a noun or a verb facilitates students' comprehension of many sentences.

LESSON 1 • AT-A-GLANCE

LESSON 1 ACTIVITIES	TIME (MINS.)	STUDENT OBJECTIVES	PAGE
<p>Welcome Review the concept of rime families and rime patterns <i>am</i> and <i>ap</i>.</p>	3	Describe the Rhyme-Time Tip (Phonology); identify rime patterns in Core Words (Orthography); read the Word Wall with speed (Fluency).	114
<p>Warm-Up Identify MIMs of Core Words.</p>	5	Provide words from Image Card clues (Semantics, Retrieval).	115
<p>Nouns vs. Verbs Introduce the thing/action—noun/verb concept.</p>	6	Identify noun/verb usage pictured in the Image Cards and/or as used in sentences (Syntax, Semantics).	117
<p>Word Introduction <i>bat</i> Word introduction for the first of two new Core Words with the same rime pattern.</p>			
<p>PART I Introduce MIMs of <i>bat</i> Semantic introduction of <i>bat</i>.</p>	4	Provide three meanings of <i>bat</i> (Semantics) and use the meanings in sentences (Syntax).	120
<p>PART II Review Sound-Symbol Correspondences of <i>bat</i> Phonological introduction of <i>bat</i>.</p>	2	Segment phonemes, name letters, review sound-symbol correspondences of <i>bat</i> , and blend to word level (Phonology).	122
<p>Word Introduction <i>pat</i> Word introduction for the second of two new Core Words with the same rime pattern.</p>			
<p>PART I Introduce MIMs of <i>pat</i> Semantic introduction of <i>pat</i>.</p>	4	Provide three meanings of <i>pat</i> (Semantics) and use the three meanings in sentences (Syntax).	123
<p>PART II Review Sound-Symbol Correspondences of <i>pat</i> Phonological introduction of <i>pat</i>.</p>	2	Segment phonemes, name letters, review sound-symbol correspondences of <i>pat</i> , and blend to word level (Phonology).	125



LESSON 1 ACTIVITIES	TIME (MINS.)	STUDENT OBJECTIVES	PAGE
Working With Words <i>bat</i> and <i>pat</i>			
PART III Examine Rime Patterns Examine the rime patterns in <i>bat</i> and <i>pat</i> .	4	Examine the rime patterns in <i>bat</i> and <i>pat</i> and use the Jam-Slam Tip to create words (Orthography).	126
PART IV Create <i>bat</i> and <i>pat</i> Build words independently with sublexical orthographic units.	4	Name Starter and Rime Pattern Cards; use cards to create <i>bat</i> and <i>pat</i> ; write the words and phrases (Orthography, Syntax).	129
Word Web: <i>bat</i> Review the Word Web structure as a way of exploring multiple meanings and the words connected to each meaning.	8	Provide associated words (MICs) for each MIM to create a Word Web for <i>bat</i> (Novel Thought, Semantics).	132
Ticket Out the Door Review and use nouns and verbs in sentences.	3	Identify MIM of Core Word as a noun or a verb and use in an oral sentence (Semantics, Syntax).	135

MATERIALS		
TOOLKIT	CLASSROOM	TEACHER RESOURCE GUIDE
Core Word Cards: <i>bat</i> , <i>pat</i> Rime Pattern Cards: <i>at</i> Starter Cards: <i>b</i> , <i>p</i> Image Cards: <i>jam</i> , <i>ram</i> , <i>lap</i> , <i>tap</i> , <i>bat</i> , <i>pat</i> Question Words Poster Sentence Builder Poster Jam-Slam Poster MIM Poster MIC Poster Word Web <i>WordWork Books</i> Unit 3 Semantic Resource Sheets (see the <i>Teacher Resource Guide</i>) Small magnifying glasses	Pocket chart Index cards Self-stick notes (three colors) Word Wall	Word Introductions with Semantic Resource Sheets, Assessment Guidelines and Assessment Forms, the Image Card Catalog, Word Wall Chart, and other useful resources.
	TEACHER-PROVIDED Treasure chest Detective hat (optional) Pictures and props that represent <i>bat</i> Pictures and props that represent <i>pat</i> Tactile cards: <i>at</i> (one per student) Photocopy of three Image Cards for <i>bat</i> Photocopy of Core Word Card for <i>bat</i> Preparation: Write “Noun-Thing” and “Verb-Action” on two index cards.	ONLINE RESOURCES Instructional Blackline Masters, Assessment Forms (Unit POSSuM Checks: teacher and student versions; Minute Stories for Timed Readings, Class Assessment Record Form), and Home-School Connections (parent letters and materials). www.soprislearning.com/raveoresources

Welcome

Review the concept of rime families and rime patterns *am* and *ap*.

3 minutes

STUDENT OBJECTIVES: Describe the Rhyme-Time Tip (Phonology); identify rime patterns in Core Words (Orthography); read the Word Wall with speed (Fluency).

ACTIVITY SUMMARY:

- STEP 1.** Welcome students. Read words on the Word Wall together with students.
- STEP 2.** Review the *am* rime family section on the Word Wall. Remind students of the Rhyme-Time Tip.
- STEP 3.** Elicit that beginning letters are called starters. Review how to “jam” the rime pattern and “slam” on the starter to make words. Elicit the name of the *ap* rime family.
- STEP 4.** Have students individually read all of the words on the Word Wall.

ACTIVITY DETAIL:

STEP 1. Hello, Word Explorers! Are you ready for a new word adventure? Before we learn some new Core Words, let’s look at our words on the Word Wall and read them together.

Direct students’ attention to the Word Wall and read the words together:
ram, jam, lap, tap.

Very good work!

STEP 2. Point to the *am* rime family section on the Word Wall.

What do these words have in common? (Elicit: They rhyme.) What part of them is the same? (Elicit: They sound the same in the middle and at the end.)

What is the name of the tip we’ve learned about words that sound the same in the middle and at the end? (Elicit: The Rhyme-Time Tip.) And who gave us this tip? (Elicit: The rhyme-time clock.) What a jewel of a tool rimes are!

Cover the starters to show only the rime pattern *am*.

Do you remember the name of this rime family? (Elicit: The *am* family.) Yes, that’s right! It’s the *am* rime family.

MATERIALS

Classroom/Teacher-
Provided

- Word Wall

STEP 3. Cover the *am* rime patterns on the Word Wall.

We call the first letters in a word the . . . (Elicit: Starters.) By “jamming” the rime pattern and “slamming” on the starters, we can make many words. By learning how to find the rime patterns, the better and more quickly we can read and write words. And who gave us this tip? (Elicit: Jam-Slam Man.)

What other rime pattern do you see on the Word Wall? (Elicit: *ap*.) Now that you’ve found the *ap* rime pattern on the wall, can you “slam” a starter onto it to make one of its rime family words really fast? Pause for students to answer with an appropriate word.

Challenge students to say the words *tap* and *lap* fast.

Now let’s see how fast each of you can say *tap* and *lap*.

STEP 4. Who can read all of the words on our Word Wall as fast as you can?

Invite all students to read the words as quickly as they can.

Warm-Up

Identify MIMs of Core Words.

5 minutes

STUDENT OBJECTIVES: Provide words from Image Card clues (Semantics, Retrieval).

ACTIVITY SUMMARY:

STEP 1. Remind students that the Core Words are MIM words. Elicit the meaning of MIM. Display the Image Cards.

STEP 2. Play a game in which several Image Cards are turned facedown and students take turns turning the cards over and giving the Core Word and MIM that are associated with the word on the card.

ACTIVITY DETAIL:

STEP 1. What else do we know about the Core Words *jam*, *ram*, *lap*, and *tap* on the Word Wall? Here is a clue: Think Ms. MIM! (Elicit: The words on the wall are MIM words. They have many interesting meanings.) Ms. MIM has many legs—just like MIM words have many interesting meanings. Do you think Ms. MIM has enough legs for all the meanings we can find for a word?

MATERIALS

Toolkit

- Image Cards: *jam*, *ram*, *lap*, *tap*

Classroom/Teacher-Provided

- Word Wall

Display a selection of Image Cards for *jam*, *ram*, *lap*, and *tap*. Choose a subset of Image Cards that are easily identifiable as nouns or verbs, as this is important for the next activity. Suggested cards:

Jam card depicting: preserves, noun; jamming clothes into a suitcase, verb; music band jamming, verb.

Ram card depicting: male sheep, noun; cram or stuff, verb; part of computer, noun.

Lap card depicting: area of body, noun; one segment of a track, noun; drink with the tongue, verb.

Tap card depicting: faucet, noun; strike lightly, verb; tap a tree, verb.

You found all of these meanings for our MIM words. We can see them on our Image Cards.

STEP 2. Now we're going to play a game to see who can remember which words and MIMs the Image Cards belong to.

Turn the Image Cards facedown and spread them out on the floor or on a table for students to see and to move around.

I've turned the Image Cards over so that no one can see the pictures. When it's your turn, turn one card over and tell the group the Core Word and MIM on the picture. If you're correct, then you keep the card. If you're not correct, turn the card over and place it with the other cards again.

If we can match each Image Card to a Core Word, then we all win! OK, who would like to start the game?

Have students play the game until all of the cards have been turned over. Assist students who are struggling by giving them clues.



Image Cards

Nouns vs. Verbs

Introduce the thing/action—noun/verb concept.

6 minutes

STUDENT OBJECTIVES: Identify noun/verb usage pictured in the Image Cards and/or as used in sentences (Syntax, Semantics).

ACTIVITY SUMMARY:

- STEP 1.** Explain that words can have different jobs in a sentence such as naming a thing or an object, a place, or a person. On the board, write these three categories as column heads: “Thing or Object,” “Place,” and “Person.”
- STEP 2.** Suggest or elicit examples in each category and write the examples below each heading. Explain that these types of words have a special name, and that name is *noun*. Write “NOUN” centered above the three categories.
- STEP 3.** Explain that some words are action words. Action words are called *verbs*.
- STEP 4.** Introduce that one word can have MIMs that are both verbs and nouns.
- STEP 5.** Play a game with the Image Cards. Put “Noun–Thing” and “Verb–Action” labeled index cards on a table. Have students sort the Image Cards into the two categories. Review the names and functions of nouns and verbs.
- STEP 6.** Explain that when a word is used in a sentence, you can see which MIM is being used and what job that MIM is doing. Examine MIM use in the sentence: “The ram rams.”
- STEP 7.** Explain that a sentence has at least one noun and one verb. Place example of a verb (written on a self-stick note) on the Sentence Builder Poster.

ACTIVITY DETAIL:

- STEP 1.** Now that we’ve looked closely at the meanings of our Core Words, we’re going to learn another amazing thing about them. They can have different jobs! The job of some words is to name a thing or object, a place, or a person.

Write “Thing or Object,” “Place,” and “Person” spaced out across the board. Leave room above the labels for “NOUN.”

- STEP 2.** If available, point to items as you name them.

A name of a thing or object might be *desk*, *board*, or *pencil*. It can also be a *car*, *bike*, or *dog*. A thing or object might be something that you eat, like an *apple*; or that you wear, like a *shoe*; or play with, like a *ball*. Who can give me the name

MATERIALS

Toolkit

- Image Cards: *jam*, *ram*, *lap*, *tap* (from the previous activity)
- Sentence Builder Poster

Classroom/Teacher-Provided

- Self-stick notes

of a thing or object to write on the board? (Elicit several names of things or objects, and write them on the board under the “Thing or Object” column head.)

A name of a place might be your country, state, city, or school. What nouns shall I write this time? (Elicit several names of places, and write them on the board under the “Place” column head.)

The name of a person might be like your’s (say the name of a student); or it could be the name of a person’s job, like *principal*, *fireman*, *teacher*, or *student*. It could even be a character, like *Harry Potter* or *Amelia Bedelia*. Who can tell me their name? (Elicit several student names.) Who knows the name of someone famous? (Elicit several names, and write them on the board under the “Person” column head.)

All of these name words have a special name. These name words are called **nouns**. Nouns have a special job in a sentence. They are . . . (Elicit as you point to the column heads on the board.) the name of a thing or object, a place, or a person. I’ll write the word **noun** here so that we remember that nouns name different things. (Write “NOUN” above the three classifications of nouns.)

STEP 3. Now we know a little about nouns and what their job is in a sentence. There are other words whose job is pure action! We call these action words **verbs**. Actions can be things like *running*, *sleeping*, or *biking*. Verbs are actions you do. Let’s act out a few verbs. Who can tap their fingers? Have one student demonstrate the action. Who can pretend to jam to music? Have one student demonstrate the action. Jump? Have one student demonstrate the action. Can you think of other action words? (Elicit several action words.)

STEP 4. What’s really clever is that our MIM words can have one meaning that’s a noun and another meaning that’s an action verb. Who can figure out one of our MIM words that can be both a noun and a verb? (Elicit the noun and verb meanings of a MIM word such as *jam*.)

STEP 5. Gather together the Image Cards. On two blank index cards, write “Noun–Thing” and “Verb–Action.” Place the cards on a table.

Let’s play another game with the Image Cards. I have two labels. One says “Noun–Thing,” and the other says “Verb–Action.” Let’s put each of the Image Cards under one of these labels and see which ones are nouns and which ones are verbs. We’ll use this question to help us figure out which label to put a card under: “Is the word *a thing* or is the word *an action I do?*”

Use this question when holding up an Image Card. You may also use the words in sentences if you think the noun or verb meaning is not obvious. Sort the cards under the two headings. If students are confident, have them work with a partner to sort some of the remaining cards. If not, go through all of the Image Cards with the entire group.



Image Cards

Very good job, Word Builders! When you're thinking about the jobs that words do in a sentence, you can ask yourself what question? (Elicit: Is this *a thing* or is this *something I can do*?)

Who can remember the special word for words that are things? (Elicit: Nouns.)
What's the special word for words that are action words? (Elicit: Verbs.)

STEP 6. When we use a word in a sentence, we can see which meaning of the MIM word is being used and what job it's doing.

Write this sentence on the board: "The ram rams."

What does this sentence say? Have a student read the sentence. Who can underline the noun in this sentence? Have a student underline *ram* on the board.

How do you know it is a noun? (Elicit: *Ram* is the name of a thing.)

Who can underline the verb in this sentence? Have a student underline *rams* on the board.

How do you know it is a verb? (Elicit: In this sentence, *rams* is an action word because it tells us what the noun *ram* is doing.)

STEP 7. In every sentence that you read, there's always a *noun* to tell us who or what the sentence is about, and there's always a *verb* to tell us what the noun is doing. So you've learned something else today. Every sentence has at least one noun and one verb.

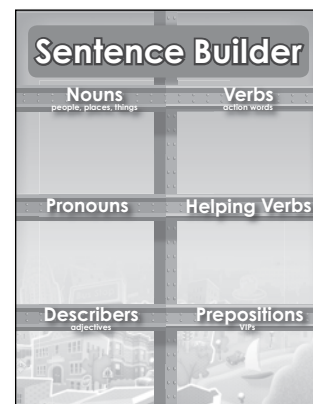
You're becoming great Sentence Builders!

Hold up the Sentence Builder Poster.

Here's our Sentence Builder Poster with "Nouns" and "Verbs" and their jobs on it. Let's put a verb on there to remind us what its job is in a sentence.

Write *rams* on a self-stick note, then affix it to the Sentence Builder Poster under "Verbs–Action Words."

We'll put the poster back on the wall to remind us what jobs these words do.



Sentence Builder Poster

bat

WORD INTRODUCTION (BAT: PART I)

Introduce MIMs of *bat*Semantic introduction of *bat*.

4 minutes

STUDENT OBJECTIVES: Provide three meanings of *bat* (Semantics) and use the meanings in sentences (Syntax).

ACTIVITY SUMMARY:

- STEP 1.** Have a student take the Core Word Card for *bat* from the treasure chest. Determine if any student can read the word to the class before you do.
- STEP 2.** Remind students of the MIM Tip. Use Image Cards, Unit 3 Semantic Resource Sheets (see the *Teacher Resource Guide*), and other props to elicit discussion of the multiple meanings of *bat* as both a noun and a verb. Place an Image Card for each new meaning in the pocket chart.
- STEP 3.** Ask students to generate at least three MIMs for *bat* and use the meanings in sentences. Remind them to be on the lookout for the different meanings of words.

MATERIALS**Toolkit**

- Core Word Cards: *bat*
- Image Cards: *bat*
- MIM Poster
- Unit 3 Semantic Resource Sheets

Classroom/Teacher-Provided

- Pocket chart
- Treasure chest
- Index cards
- Pictures and props that represent *bat*

NOTE: The word introductions in Unit 3 use all three pairings of words from which students can deduce a new rime pattern. For more information about word pairings and word introductions, see the Word Introductions section of the *Teacher Resource Guide*. For the most appropriate strategies for teaching the semantic meanings of words, see the same section of the *Teacher Resource Guide*.

ACTIVITY DETAIL:

STEP 1. Display the treasure chest.

Let's get started with our next new Core Word. Are you ready? Who wants to pull the next word from the treasure chest?

Invite a student to take the Core Word *bat* from the treasure chest and hold the card up for everyone to see.

And the next Core Word is . . . *bat*. Pause to check if any student can read it.

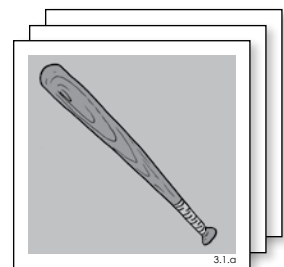


Image Cards

STEP 2. Some words are special MIM words. Can everyone tell me what MIM means? (Elicit: Many Interesting Meanings.) Correct! Many Interesting Meanings. Just like Ms. MIM has many legs, MIM words have many different meanings.

Do you think that *bat* is a MIM word? (Elicit: Yes.) Who can think of an interesting meaning for *bat*? (Elicit a variety of meanings for *bat* from students using questions, Image Cards, other pictures, props, Unit 3 Semantic Resource Sheets—see the *Teacher Resource Guide*—and role-playing to prompt discussion.)

For example, using Image Cards: See the picture of this animal? Who knows what this animal is? (Elicit: A bat.) Yes, this is called a *bat*. Now look at this picture. What is next to the ball? (Elicit: A bat.) Yes, that's right, a bat. A bat can *bat* a ball. Oh, wait—that's another meaning of *bat*!

Have students use *bat* in sentences, and note whether the meaning is a noun or a verb.

So can *bat* have an interesting meaning that is *a thing*? (Elicit: Yes.) Can *bat* have an interesting meaning that is *an action*? (Elicit: Yes.) Yes! *Bat* is one of those super MIM words that can be a thing or an action. Give me a sentence with *bat* as a verb. (Elicit a sentence from each student.)

Place an Image Card for each new meaning of *bat* in the pocket chart. If a student comes up with a meaning that is not on an Image Card, set aside an index card for that student to draw a picture of his or her idea later in the lesson.

STEP 3. Do you think *bat* has many interesting meanings? (Elicit: Yes.) What are some of the meanings? (Elicit answers from students as a group, but ensure that they give at least three different meanings and use them in sentences.)

Our MIM Tip worked well with the word *bat*. Remember to be on the lookout for many interesting meanings of words you hear throughout your day.



MIM Poster

bat

WORD INTRODUCTION (BAT: PART II)

Review Sound-Symbol Correspondences of *bat*

Phonological introduction of *bat*.

2 minutes

STUDENT OBJECTIVES: Segment phonemes, name letters, review sound-symbol correspondences of *bat*, and blend to word level (Phonology).

ACTIVITY SUMMARY:

- STEP 1.** Encourage student participation in every step of the activity. Hold up the Core Word Card for *bat* and elicit the word's three sounds.
- STEP 2.** Discuss the sound-symbol correspondence of the three individual sounds.
- STEP 3.** Review the letter names of the three individual sounds, elicit the three individual sounds again, then blend the three sounds together. Remind students that they have taken apart the sounds inside the word *bat* and blended them together again. Place the Core Word Card *bat* in the pocket chart.

ACTIVITY DETAIL:

- STEP 1.** Encourage student participation in every step of the activity. Hold up the Core Word Card for *bat*.

Let's listen to the sounds in *bat*. Let's use our super-slow voice to make the sounds very long so that we can hear them better. Let's count the number of sounds on our fingers. (Elicit: /bbbb/ /ääää/ /tttt/.)

How many sounds did we make in *bat*? (Elicit: Three.)

- STEP 2.** Let's talk about the sounds these letters make.

Point to the letter *b*.

The first sound we hear is /b/. We write the sound /b/ with the letter *b*.

Point to the letter *a*.

The next sound we hear is /ă/. We write /ă/ with the letter *a*.

Point to the letter *t*.

The last sound is /t/. We write /t/ with the letter *t*.

MATERIALS

Toolkit

- Core Word Cards: *bat*
- ### Classroom/Teacher-Provided
- Pocket chart

STEP 3. Review the letter names of the three individual sounds, elicit the sounds again, and then blend the sounds together.

What are the letters? (Elicit: *b, a, t.*)

Let's sound out this word together. (Pointing to each letter, elicit: /b/ /ă/ /t/.)

Now we blend the sounds together. (Elicit: /băt/.)

Wonderful! Our word is *bat!* We took apart the sounds in the word *bat* and blended them together again!

Place the Core Word Card *bat* in the pocket chart.



WORD INTRODUCTION (PAT: PART I)

Introduce MIMs of *pat*

Semantic introduction of *pat*.

4 minutes

STUDENT OBJECTIVES: Provide three meanings of *pat* (Semantics) and use the three meanings in sentences (Syntax).

ACTIVITY SUMMARY:

STEP 1. Have a student take the Core Word Card for *pat* from the treasure chest. Determine if any student can read the word to the class before you do.

STEP 2. Remind students of the MIM Tip. Use Image Cards, Unit 3 Semantic Resource Sheets (see the *Teacher Resource Guide*), and other props to elicit discussion of the multiple meanings of *pat* as both a noun and a verb. Place an Image Card for each new meaning in the pocket chart.

STEP 3. Ask students to give at least three MIMs for *pat*.

MATERIALS

Toolkit

- Core Word Cards: *pat*
- Image Cards: *pat*
- MIM Poster
- Unit 3 Semantic Resource Sheets

Classroom/Teacher-Provided

- Pocket chart
- Treasure chest
- Index cards
- Pictures and props that represent *pat*

ACTIVITY DETAIL:

STEP 1. Great job, Word Explorers! Now we're going to learn our second Core Word of this unit. Are you ready? Who wants to pull the next word from the treasure chest?

Invite a student to take the Core Word *pat* from the treasure chest and hold the card up for everyone to see.

And the next Core Word is . . . *pat*. Pause to check if any student can read it.

STEP 2. We've learned that bat is a MIM word, because it has (Elicit: Many Interesting Meanings.) Just like Ms. MIM has many legs, MIM words have many interesting meanings.

Do you think that *pat* can be a MIM word, too? We need to find out if there are many interesting meanings for *pat*. Let's think about what *pat* means to see if it is a MIM word. (Elicit a variety of meanings for *pat* using questions, Image Cards, other images, props, Unit 3 Semantic Resource Sheets, and role-playing to prompt discussion.)

For example: Who can tell me what *pat* means? Pat your knee. Yes, that's right, I can *pat* my knee. Now look at this picture. Show the Image Card of the pat of butter. What is this food? That's right, it is a *pat* of butter.

Continue to elicit different meanings of *pat* from students. Additional meanings include "to mold by tapping lightly with the hands" and the name *Pat*. Remind students that names begin with capital letters.

Have students use *pat* in sentences, and note whether the meaning is a noun or a verb.

Place an Image Card for each new meaning of *pat* in the pocket chart. If a student comes up with a meaning that is not on an Image Card, set aside an index card for that student to draw a picture of his or her idea later in the lesson.

STEP 3. OK, Word Explorers, I've got an easy question for you. Do you think *pat* has many interesting meanings? (Elicit: Yes.) One of the meanings can be the name *Pat*. Is that a noun—thing or a verb—action? (Elicit: Noun—thing.) Another meaning is when you pat something. Is that a noun—thing or a verb—action? (Elicit: Verb—action.) So *pat* can be a noun or a verb! You Word Builders are building a reading brain!

Now who can give me another MIM for *pat*? (Elicit answers from students as a group, but ensure that they give at least three different meanings and use the meanings in sentences.)

Great job, Word Explorers! We're learning more about words every minute!



MIM Poster



Image Cards



pat

WORD INTRODUCTION (*PAT*: PART II)

Review Sound-Symbol Correspondences of *pat*

Phonological introduction of *pat*.

2 minutes

STUDENT OBJECTIVES: Segment phonemes, name letters, review sound-symbol correspondences of *pat*, and blend to word level (Phonology).

ACTIVITY SUMMARY:

- STEP 1.** Encourage student participation in each step of the activity. Hold up the Core Word Card for *pat* and elicit the word's three sounds.
- STEP 2.** Discuss the sound-symbol correspondence of the three individual sounds.
- STEP 3.** Review the letter names of the three individual sounds, elicit the three individual sounds again, then blend the three sounds together. Remind students that they have taken the sounds apart inside the word *pat* and blended them together again. Place the Core Word Card *pat* in the pocket chart.

 **ONGOING INFORMAL ASSESSMENT:** See page 126.

ACTIVITY DETAIL:

STEP 1. Encourage student participation in each step of the activity. Hold up the Core Word Card for *pat*.

Let's listen to the sounds in *pat*. Let's use our super-slow voice to make the sounds very long so that we can hear them better. Let's count the number of sounds on our fingers. (Elicit: /pppp/ /ääää/ /tttt/.)

How many sounds did we make in *pat*? (Elicit: Three.)

STEP 2. Let's talk about the sounds these letters make.

Point to the letter *p*.

The first sound we hear is /p/. We write the sound /p/ with the letter *p*.

Point to the letter *a*.

The next sound we hear is /ă/. We write /ă/ with the letter *a*.

Point to the letter *t*.

The last sound is /t/. We write /t/ with the letter *t*.

MATERIALS

Toolkit

- Core Word Cards: *pat*
- Classroom/Teacher-Provided
- Pocket chart

STEP 3. Review the letter names of the three individual sounds, elicit the sounds again, and then blend the sounds together.

What are the letters? (Elicit: *p, a, t*.)

Let's sound out this word together. (Pointing to each letter, elicit: /p/ /ă/ /t/.)

Now we blend the sounds together. (Elicit: /păt/.)

Wonderful! Our word is *pat*! We took apart the sounds in the word *pat* and blended them together again!

Place the Core Word Card *pat* in the pocket chart.



ONGOING INFORMAL ASSESSMENT

• Letter recognition: distinguishing *b* and *p*

IF students confuse the lowercase letters *b* and *p* . . .

THEN review the formation of these two letters by using tactile cards or any medium, such as carpet or sand, and telling students to say the letter as they write it, to make it a multisensory activity. Students may also trace letters on paper for writing practice.



WORKING WITH WORDS (BAT AND PAT: PART III)

Examine Rime Patterns

Examine the rime patterns in *bat* and *pat*.

4 minutes

STUDENT OBJECTIVES: Examine the rime patterns in *bat* and *pat* and use the Jam-Slam Tip to create words (Orthography).

ACTIVITY SUMMARY:

STEP 1. Encourage student participation in every step of the activity. Have students look at Core Word Cards for *bat* and *pat* and identify the rime pattern *at*.

STEP 2. Using the Jam-Slam Tip, have students identify the sounds in the rime pattern and “jam” them together. Distribute tactile cards and have students trace the rime pattern *at*.

STEP 3. Have students “slam” on the starter using Starter Card *b* and Rime Pattern Card *at*.

STEP 4. Repeat Step 3 using Starter Card *p* and Rime Pattern Card *at* to make *pat*.

MATERIALS

Toolkit

- Core Word Cards: *bat*, *pat* (from the pocket chart)
- Rime Pattern Cards: *at*
- Starter Cards: *b*, *p*
- Small magnifying glasses
- Jam-Slam Poster

Classroom/Teacher-Provided

- Detective hat (optional)
- Tactile cards (puffy-glue or glitter-glue letters on an index card): *at* (one per student)

ACTIVITY DETAIL:

STEP 1. Encourage student participation in every step of the activity. Distribute small magnifying glasses to students.

We can always sound out a word one letter at a time. But now we want to look at the letters in *bat* and *pat* under a magnifying glass.

Take the Core Word Cards for *bat* and *pat* out of the pocket chart and invite students to examine them with a magnifying glass.

Can you see a pattern in these words? Let's say these words while we look at them: *bat, pat; bat, pat*. What do you hear? (Elicit: They sound the same in the middle and at the end.) That's right! They sound the same in the middle and at the end! Do you hear the same /ă/ sound in the middle and the /t/ sound at the end of each word? (Elicit: Yes.) That means they . . . (Elicit: Rhyme.)

And what else can you see? Not only do *bat* and *pat* *sound* the same, they also *look* the same in the middle and at the end. What is the name of the letter in the middle? (Elicit: *a*.) The letter at the end is . . . ? (Elicit: *t*.)

We call sounds and their letters in the middle and at the end of a word "the rime pattern" in the word. I think we've found another rime pattern, *at*!

STEP 2. Hold up the Rime Pattern Card *at*. Point to each letter.

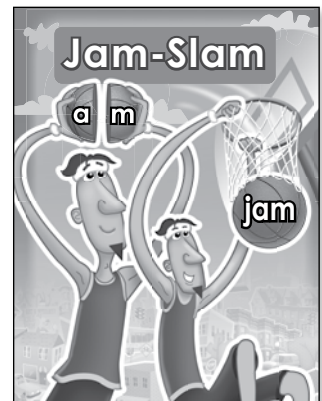
Here is the Rime Pattern Card for *at*. We write the /ă/ sound with the letter . . . (Elicit: *a*.) We write the /t/ sound with the letter . . . (Elicit: *t*.)

Now here's a super clue to becoming a reading pro. If you can spy the rime pattern within a word you'll read better and faster. If you don't see a rime pattern, or have trouble spying it, you can go back to reading each letter by itself. This quicker way to read takes practice and that's what we're going to do!

Who can point to the *RAVE-O* poster that shows the shortcut to reading rime patterns? Students should point to the Jam-Slam Poster. That's right! We call it the Jam-Slam Poster. Jam-Slam Man has two parts to his tip. The first part is JAM, where we "jam" the sounds in the rime together, and the second part is SLAM, where we "slam" the starter and the rime together and then make a slam dunk!

Now let's "jam" the sounds of the *at* rime pattern together. "Jam" the sounds together with your thumb and first finger on your right hand: Hold up your thumb and say "/ă/," then hold up your first finger and say "/t/," and then jam your fingers together and say "/ăt/"!

Now jam them together faster: /ă/ /t/, /ăt/!



Jam-Slam Poster

Give each student a tactile card for *at*.

Let's all look at our rime pattern *at*. Now let's trace the pattern with our fingers while we say it: /ă/ /t /, /ăt!/ Let's "jam" it three times.

STEP 3. Now let's use the "slam" part of the Jam-Slam Tip to make words! The letters at the beginning of words are called . . . (Elicit: Starters.) That's right! They're called starters because they start the word.

Hold up the Starter and Rime Pattern Cards.

What's the first sound in *bat*? (Elicit: /b/.) What letter represents the /b/ sound? (Elicit: *b*.) So, *b* is our starter. To read words faster, we "slam" the starter and the rime together. "Slam" the starter *b* together with *at*: /b/ /ăt/, *bat*. Now try it again three times: /b/ /ăt/, *bat*; /b/ /ăt/, *bat*; /b/ /ăt/, *bat*.

STEP 4. Now let's try the whole thing with our other word *pat*.

Repeat Step 3 with the word *pat*.

Great job, you're going to be Word Pros soon! You found our second rime pattern, *at*. Soon you'll be able to spy the rime quick as a wink. Then you can "jam" it and "slam" it, . . . just like Jam-Slam Man, and read it faster and faster. Remember, the more rime patterns you can spy in words, the faster you can "slam" the rimes with the starter . . . and the better and more quickly you can read them. Or should we say "Jam-Slam" them?

WORKING WITH WORDS (*BAT AND PAT: PART IV*)**Create *bat* and *pat***

Build words independently with sublexical orthographic units.

4 minutes

STUDENT OBJECTIVES: Name Starter and Rime Pattern Cards; use cards to create *bat* and *pat*; write the words and phrases (Orthography, Syntax).

ACTIVITY SUMMARY:

- STEP 1.** Distribute and review Rime Pattern (yellow) and Starter (blue) Cards. Have students “slam” their cards together to make the words *bat* and *pat*.
- STEP 2.** Have students trace and write the Core Word *bat* on the “Create *bat*” sheet on page 13 in their *WordWork Books*. Put the word in the sentence and read the sentence.
- STEP 3.** Have students trace and write the Core Word *pat* on the “Create *pat*” sheet on page 14 in their *WordWork Books*. Put the word in the sentence and read the sentence.
- STEP 4.** Have students write phrases with Core Words *bat* and *pat* on the “Dictated Phrases *bat* and *pat*” sheet on page 15 in their *WordWork Books*.
- STEP 5.** Place the cards in the pocket chart. Reiterate that words that sound the same in the middle and at the end belong to the same rime family.

 **ONGOING INFORMAL ASSESSMENT:** See page 131.

ACTIVITY DETAIL:

STEP 1. Give each student Starter Cards *b* and *p* and Rime Pattern Card *at*.

Let’s take a look at our very useful cards. These cards are useful because we can use them to make words and that helps us to read and write them better. Does anyone remember what the yellow cards have on them? (Elicit: Rime patterns.) Today’s rime pattern is *at*. The blue cards are called (Elicit: Starter Cards.) That’s right, they are our Starter Cards, for the beginning sounds of a word.

You can put one of the blue Starter Cards in front of the yellow Rime Pattern Card and “Slam!” you’ve just made one of our two new Core Words. Try it now to make the words *bat* and *pat*.

MATERIALS**Toolkit**

- Rime Pattern Cards: *at* (one for each student)
- Starter Cards: *b, p* (one for each student)
- *WordWork Books*

Classroom/Teacher-Provided

- Pocket chart

Have students “slam” their Starter and Rime Pattern Cards together to make the words *bat* and *pat*.

Let’s use the Jam-Slam Tip to make our new Core Words. Put the blue starter *b* in front of the yellow rime pattern *at* and “slam” them together! Great job! You’ve just made one of our two Core Words, *bat*. Now try to make the other Core Word, *pat*.

Supervise students while they are “slamming” starter *p* and rime pattern *at*.

Good job! You’ve just made two new words!

STEP 2. Distribute *WordWork Books* to students and have them turn to “Create *bat*” on page 13.

To help you remember our starters, rime patterns, and Core Words, let’s trace them and then write them in your *WordWork Books*. We’ll start with the word *bat*.

1. Close your eyes and imagine the rime pattern. Trace the rime pattern *at* in the first box. Pause for students to trace *at*. Assist them as necessary.
2. Write the rime pattern *at* in the second box. Pause for students to write the letters *at*. Assist them as necessary.
3. Trace the starter *b* and the rime pattern *at* in the third box to trace the Core Word. Pause for students to trace the word *bat*. Assist them as necessary.
4. Write the Core Word *bat* in the last box. Pause for students to write the word *bat*. Assist them as necessary.
5. Now use the word *bat* to fill in the blank in the sentence at the bottom of the page. Pause while students write *bat* in the blank.

Can someone read the sentence? Ask a volunteer to read the sentence: This is a bat.

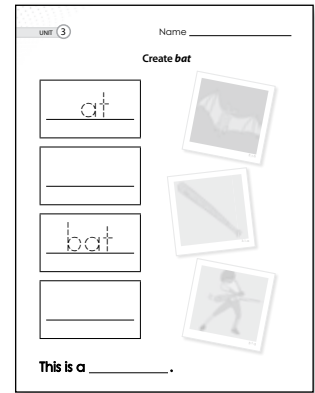
STEP 3. Have students turn to “Create *pat*” on page 14 in their *WordWork Books*.

Now we’ll follow the same steps for tracing and writing the *at* rime pattern and our Core Word *pat*.

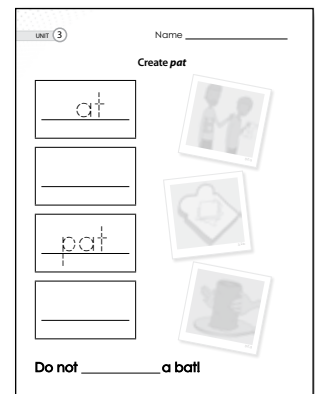
Repeat directions 1–5 in Step 2 to trace and write *pat*.

Can someone read the sentence? Ask a volunteer to read the sentence: Do not pat a bat!

Great word work, everyone!



WordWork Book, p. 13



WordWork Book, p. 14

STEP 4. Have students turn to “Dictated Phrases *bat* and *pat*” on page 15 in their *WordWork Books*.

Now I’ll read you three phrases that include *bat* and *pat*, and you’ll write them on this page.

Examples of phrases:

- pat the ram
- the bat and the ram
- tap the bat

Great job, Word Makers!

STEP 5. Place the words spelled with the Rime Pattern and Starter Cards in the pocket chart next to the Core Word Cards.

I have just one more important thing to tell you now. We know that *bat* and *pat* rhyme because they sound the same in the middle and at the end. All words with the same rhyme belong to a rime family. *Bat* and *pat* are the first two members of our *at* rime family. We’ll meet more *at* family members later. What’s the rime family we’ve been working on today? (Elicit: *at*.)

Can anyone remember another rime family we know? (Elicit: *am* or *ap*.) How can we find out? Where can we look? (Elicit: On the Word Wall.)

Unit 3 Name _____

Dictated Phrases *bat* and *pat*

1. _____

2. _____

3. _____

WordWork Book, p. 15



ONGOING INFORMAL ASSESSMENT

• *Create bat and pat*

IF students have difficulty creating *bat* or *pat* . . .

THEN use Pair/Individual Work time to review the sound-symbol lessons.

• *Recall rime families*

IF students have difficulty remembering the rime families *am* and *ap* . . .

THEN review the words in each family on the Word Wall. Make students their own set of cards for them to practice with.

Word Web: *bat*

Review the Word Web structure as a way of exploring multiple meanings and the words connected to each meaning.

8 minutes

STUDENT OBJECTIVES: Provide associated words (MICs) for each MIM to create a Word Web for *bat* (Novel Thought, Semantics).

ACTIVITY SUMMARY:

- STEP 1.** Remind students of the MIC and MIM Tips and explain that you'll be using these tips together to make a Word Web. Make photocopies of the Core Word Card for *bat* and of three Image Cards for *bat* (*bat* as in the stick used to bat balls, *bat* as in the animal, and *bat* as in the action of hitting something with a stick). Take the photocopies and place the three MIMs on the Word Web.
- STEP 2.** Explain that each MIM of a word has its own MICs. Elicit MICs from students for each MIM on the web. The goal is to surround each Image Card (MIM) with a variety of ideas connected to that meaning (MICs).
- STEP 3.** Use the Question Words Poster to help students think of other words that are connected to *bat* as in the animal. Record students' responses and arrange them around the Image Card. Repeat the process with the other two Image Cards.
- STEP 4.** Review the MIMs and MICs for *bat*. Remind students that whenever you read a word, all the words connected to that word will pop up in your brain, just like on the Word Web.
- STEP 5.** Display the completed Word Web for the week.

ACTIVITY DETAIL:

STEP 1. Display the MIM Poster.

Remember the web of words we made around our Core Word *jam*? Today, we're going to make a web of words for our new Core Word *bat*. We've already used Ms. MIM and the MIM Tip and found many interesting meanings for *bat*. Can anyone remember what the different meanings are? Where can we find them? (Elicit: In the pocket chart.)

Display the MIC Poster.

When we make our Word Web, we use two tips. We've already used our MIM Tip. What is the other tip and person we use to find words connected to each MIM? (Elicit: The MIC Tip and Mr. MIC.) What does MIC mean? (Elicit: Many

MATERIALS

Toolkit

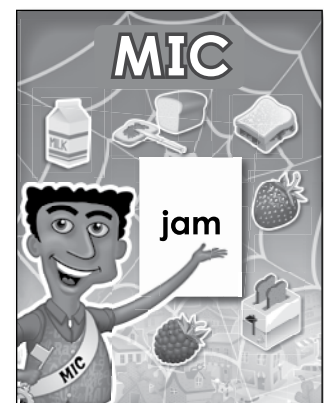
- MIM Poster
- MIC Poster
- Word Web
- Question Words Poster

Classroom/Teacher-Provided

- Self-stick notes (three colors)
- Photocopy of three Image Cards for *bat*
- Photocopy of Core Word Card for *bat*



MIM Poster



MIC Poster

Interesting Connections.) That's right, many interesting connections because Mr. MIC tells us that every word is connected to many words. It's almost like we have all that we know in a web inside our heads.

Display the Word Web.

Let's use our friends Ms. MIM and Mr. MIC and both the MIM Tip and the MIC Tip together to make a Word Web for *bat*. Here we have our big Word Web. First I'm going to put the word *bat* in the center, just like we did with the word *jam*. Then I'm going to put Image Cards for three different meanings of *bat* in each of these little webs. Each little web will stand for one meaning of *bat*.

Place the photocopy of the Core Word Card for *bat* at the center of the web. Place the photocopies of the Image Cards strategically on the web, leaving room around them for self-stick notes.

We know that there are more than three meanings for *bat*, but we're going to use just three meanings for our Word Web today.

STEP 2. Now we have our MIM words for *bat*. But that is just the beginning of this word challenge. Tell me what MIC connections you can think of for each meaning of *bat*. By the time we use our tips from Ms. MIM and Mr. MIC, you'll see something wonderful. Whenever you know one word super well, you know a hundred! Let's do them one at a time. Using different colored self-stick notes for each MIC visually adds emphasis to the MICs for each MIM.

Point to the Image Card for *bat* as in the animal. Elicit MICs from students.

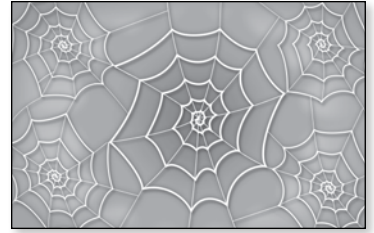
Write the MICs that students provide on self-stick notes, and place them around the copy of the Image Card for *bat*, the animal.

STEP 3. Display the Question Words Poster.

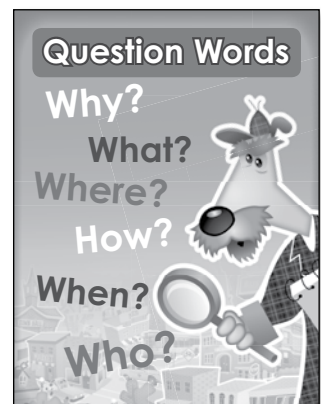
That was great! To help us think of other words that are connected to *bat*, the animal, we can use the question words on this poster. Can you read any of them with me? (Elicit: *What? Where? When? Who? How? Why?*) Let's use these question words to see how they can help us to find out more about this animal.

Examples of possibilities:

- **What** is a bat like? (Small, face like a mouse, has wings, usually flies at night.)
- **Where** do you find a bat? (Caves, attic, trees, gardens, zoo.)
- **When** do you see bats? (Late afternoon or at night.)
- **Who** likes bats? (Farmers like bats because they eat insects.)
- **How** do you know if there are bats about? (They swoop from place to place, they don't make much noise.)



Word Web



Question Words Poster

- *Why* can bats be scary? (They are so quiet that you cannot hear them flying; they hide in dark places; movies or books make them scary.)

Record students' responses on self-stick notes and place them around the copy of the Image Card for *bat*, the animal.

Now doesn't *bat*, the animal, have a lot of words connected to it?

We've made a web around this picture for one meaning of the word *bat*. Now let's see if we can do the same with two other meanings.

Repeat the process with the remaining two Image Cards for *bat*.

STEP 4. Direct students' attention to the Word Web.

Here in the middle of our Word Web we have our word *bat*. By using our MIC and MIM Tips, we can see how just one word can have a huge number of words dancing around it!

Remember: When you know one word really well, you know a hundred! All of these words are connected to the meaning of *bat*. Let's look at the MICs around two of our meanings.

Review all of the words and note that the MICs for each MIM are different.

Do you want to know something really cool? Your brain is very much like our Word Web. Every time you read a word, all the words connected to that word pop up in your brain. And the more things that your brain knows about a word, the faster and better you'll read it. This will help you recognize more words and you will read them better and faster. See how learning one word really helps us to learn many other words?

STEP 5. Great job, Word Explorers! Let's count how many words we have up on our Word Web.

Because students like to keep track, make a note of how many words they have on their Word Web for each unit. Challenge students to increase the number of words each time they do this activity. Some words will have a greater number of semantic meanings than others.

We'll leave this Word Web on the wall for the rest of this unit. If you think of other MIC words for any of these words, we'll add them and watch the number of our words grow!

Ticket Out the Door

Review and use nouns and verbs in sentences.

3 minutes

STUDENT OBJECTIVES: Identify MIM of Core Word as a noun or a verb and use in an oral sentence (Semantics, Syntax).

ACTIVITY SUMMARY:

STEP 1. Review with students two of the jobs that words can do.

STEP 2. Students select an Image Card and give the meaning pictured, use the word in sentence, and say whether it is a noun or verb.

ACTIVITY DETAIL:

STEP 1. Today we learned that some words can have more than one job. What are two jobs that a word can do? (Elicit: Noun: the name of an object, thing, person, or place. Verb: tells an action.) *Great job, Word Detectives!*

STEP 2. Display the Image Cards for *bat* and *pat*.

Now it's time for your ticket out the door. Here are the Image Cards for the many interesting meanings for *bat* and *pat*. I want you to pick a card and tell me the meaning of *bat* or *pat* that's being used. Then use the word in a sentence, and say whether it's doing the job of a noun—thing or verb—action.

Sentence suggestions if students need help:

- Do not pat the bat.
- The bat is made of wood.
- The baseball player will bat the ball.
- Pass me the pat of butter.
- Pat is my friend.
- Can I pat your dog?

You've worked hard today and learned so much. See you next time, Word Explorers!

MATERIALS

Toolkit

- Image Cards: *bat, pat*



Image Cards