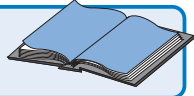


LESSON 121

TEXTBOOK ACTIVITIES



Exercise 1

Interpreting Tables

- Everybody, open your textbook to lesson 121. Find part A. ✓
- 1. The figure in part A is called a **table**. What is it called? (Signal.) *A table*.
- 2. We're going to read this table.
 - Touch the top row of the table. ✓
That row has **word endings**.
 - Everybody, read the word endings in the top row. (Signal.) *Un, at, it*.
 - Touch the next row. It starts with the letter **s**. ✓
 - Everybody, read the words in that row, starting with **sun**. (Signal.) *Sun, sat, sit*.
 - Touch the next row. ✓
 - Read the words in that row, starting with **fun**. (Signal.) *Fun, fat, fit*.
 - Touch the last row. ✓
 - Read the words in the last row, starting with **bun**. (Signal.) *Bun, bat, bit*.
- 3. The word endings in the top row are **un**, **at** and **it**.
 - The words inside the table are made by combining the word endings in the top row with the letters **s**, **f** and **b**.
- 4. Let's practice reading the table.
 - Touch the letter **s** and the word ending **at**. ✓
 - Move both your fingers and touch the word **sat**. ✓
 - What's the first letter in **sat**? (Signal.) *S*.
 - What's the ending? (Signal.) *At*.
 - New problem. Touch the letter **f** and the word ending **at**. ✓
 - Move both your fingers and touch the word **fat**. ✓

- What's the first letter in **fat**? (Signal.) *F*.
 - What's the ending? (Signal.) *At*.
 - Last problem. Touch the letter **b** and the word ending **it**. ✓
 - Move both your fingers and touch the word **bit**. ✓
 - What's the first letter in **bit**? (Signal.) *B*.
 - What's the ending? (Signal.) *It*.
- (Repeat part 4 until all responses are firm.)

Exercise 2

Retelling

- Everybody, find part B in your textbook. ✓
- You're going to write three jokes. I'll tell a joke twice. Then you'll write the joke.
- 1. Look at word box 1. ✓
 - These words are in the first joke. Follow along as I read them.

wheels	garbage truck	flies
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 - Listen. **What has four wheels and flies? A garbage truck.**
Does a garbage truck fly? (Signal.) *No*.
Does a garbage truck have flies? (Signal.) *Yes*.
Yes, it has four wheels and flies.
 - Listen again. What has four wheels and flies? A garbage truck.
 - Write the whole joke. Remember the question mark.
(Observe students and give feedback.)
 - Read what you wrote. (Call on a student. Idea: *What has four wheels and flies? A garbage truck.*)
 - Listen.
 - What has four wheels and flies? (Signal.) *A garbage truck*.
 - Does a garbage truck fly? (Signal.) *No*.
 - Does a garbage truck have flies? (Signal.) *Yes*.
Yes, it has four wheels and flies.
 - Let's check your retelling.
(Write the joke on the board.)
Everybody, check your spelling and punctuation.

2. Look at word box 2. ✓
a. These words are in the next joke. Follow along as I read them.

south	birds	winter
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- b. Listen. **Why do birds fly south in the winter? Because it's too far to walk.**
c. Listen again. Why do birds fly south in the winter? Because it's too far to walk.
d. Write the whole joke. Remember the question mark.
(Observe students and give feedback.)
e. Read what you wrote. (Call on a student. Idea: *Why do birds fly south in the winter? Because it's too far to walk.*)
f. (Write the joke on the board.)
Everybody, check your spelling and punctuation.

3. Look at word box 3. ✓
a. These words are in the last joke. Follow along as I read them.

outside	chicken	feathers
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- b. Listen. **Which side of the chicken has the most feathers? The outside.**
c. Listen again. Which side of the chicken has the most feathers? The outside.
d. Write the whole joke. Remember the question mark.
(Observe students and give feedback.)
e. Read what you wrote. (Call on a student. Idea: *Which side of the chicken has the most feathers? The outside.*)
f. (Write the joke on the board.)
Everybody, check your spelling and punctuation.

Exercise 3

Completing a Story

- Everybody, find part C in your textbook. ✓

1. I'll read the instructions. Copy the sentences. Then complete the story. Write at least three paragraphs.
- (Call on a student to read the sentences.) *The forest was dark, quiet and still. Suddenly, a low, rumbling noise shook the trees and woke up the birds.*
2. Let's talk about what could happen in the rest of the story.
- What time of day is it? (Call on individual students. Ideas: *Midnight; early morning.*)
 - What could make a low, rumbling noise? (Call on individual students. Ideas: *A strong wind; an earthquake; a volcano; an airplane.*)
 - What could happen next? (Call on individual students. Ideas: *The strong wind could make branches and trees fall down; the earthquake could knock the trees down; the volcano could blow up; the plane could crash into the trees.*)
3. Copy the sentences, and write your story. Write at least three paragraphs. (Observe students and give feedback.)
4. Let's check your work.
(Call on individual students to read their story. Accept all reasonable stories.)

INDEPENDENT ACTIVITIES

Exercise 4

Independent Work

- Now go to lesson 121 in your workbook and complete the independent work.

Exercise 5

Workcheck and Scoring

(When the students have finished their independent activities, do the workcheck. The workcheck and scoring procedures are found at the front of the Answer Key.)

LESSON 121

A. Read the table.

	un	at	it
s	sun	sat	sit
f	fun	fat	fit
b	bun	bat	bit

B. Write three jokes.

- wheels garbage truck flies
- south birds winter
- outside chicken feathers

C. Copy the sentences. Then complete the story. Write at least three paragraphs.

The forest was dark, quiet and still. Suddenly, a low, rumbling noise shook the trees and woke up the birds.

GO TO PAGE 221 IN YOUR WORKBOOK.

LESSON 121

Name _____

Independent Work

A. Complete each analogy. Then put a check (✓) in front of each analogy that tells what the objects are used for.

- () A shovel is to digging as a pen is to _____.
- () Glad is to happy as narrow is to _____.
- () A brush is to painting as a knife is to _____.
- () A bus is to vehicle as a hot dog is to _____.
- () An ax is to chopping as a hammer is to _____.
- () A spoon is to eating as a glass is to _____.

B. Correct each sentence. The number in front of each sentence tells how many corrections you have to make.

1. (6) help me fix my bike tom said
2. (3) my sister and i are going swimming
3. (4) did jane eat cookies candy and ice cream before lunch
4. (5) sue jill or mary will cut the grass
5. (6) we are going on a fishing trip mike said
6. (2) was that little boy hiding a frog in his pocket



END OF LESSON 121.