



Brothers and Sisters

Level: 2.13.4 Word Count: 239

Quick Quiz	Reading: <i>don't, really, almost, hear, every</i> Spelling: <i>don't, really, almost, hear, every</i>
New High-Frequency Word	our
Quick Read	At the Mall (2.13.1) Noisy, Squawking Gulls (2.13.2)
Quick Check	A Week With Paul (2.13.3)
Quick Write	<i>Paul hauls cars every day. All the cars end up in the wrecker's yard.</i>
New Skill	schwa
New Book	Brothers and Sisters

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *don't, really, almost, hear, every*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *don't, really, almost, hear, every*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *our*.
- Hold up the *our* word card for the students to see.
- Have very read the word together.
- Have them write *our* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books:
Noisy, Squawking Gulls and *At the Mall*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *A Week With Paul*.
- Check comprehension by asking students to recall the main facts in *A Week With Paul*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *A Week With Paul* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentences for the students to write.
Paul hauls cars every day. All the cars end up in the wrecker's yard.
- Remind the students that they know how to spell *every, all, the, a, in, the, and to*.
- Remind them that they know how to listen for the sounds in short words like *Paul, hauls, cars, end, up, and yard*, and that they know the letter combinations to write.
- Remind the students that they can write *day* because they know how to write *stay*.
- Revise the silent *w* at the beginning of *wrecker's* and the *ck* letter combination.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation as there are two sentences. Show the students how to insert the apostrophe in *wrecker's*.
- Work with individual students as necessary.
- If the students have trouble with *every, all, the, a, in, the, or to*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

- Tell the students that they have learned about the different sound/spelling patterns that different groups of letters make. Today they are going to learn about a vowel sound called schwa. Schwa changes the sound of some letters in unstressed syllables.
- Say *alone*. Write *alone* on the board. Explain to the students that the *a* at the beginning of *alone* makes more of a short / *u* / sound than a short / *a* / sound. You say *u/lone* rather than *a/lone*.
- Say *letter*. Write *letter* on the board. Say *letter* again asking students to listen to the end sound as you say *letter* again. Explain that you say *lett/u* rather than *lett/er*.
- Say *holiday*. Write *holiday* on the board. Say *holiday* again asking students to listen to the middle sound as you say *holiday* again. Explain that you say *hol/u/day* rather than *hol/i/day*.
- Explain that sometimes the same sounds have different spellings.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text.

- Give each student a copy of the book *Brothers and Sisters*.
- Read the title to the students. Ask them to note the pronunciation of *brothers* and *sisters*.
- Set the purpose for reading by saying: *This book tells you about what some brothers and sisters do. It also has lots of words with the schwa sound.*

- Discuss the cover photo. Tell the students that these sisters are playing in some fallen leaves.
 - Have the students turn to the title page and look at the photo. Discuss with them what these brothers are doing. Do they play on the same team?
 - Take a picture walk discussing each photo in the book.
 - Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
 - To ensure understanding say things such as: *All the brothers' and sisters' names in this book have a schwa sound in the syllable that doesn't have the stress on it. The names are Evan and Liam, Fatima and Ketana, Joseph and Adam, Angela and Megan, Ryan and Carter. Fatima and Ketana live in India. Surfers talk about catching a wave when they surf in on a wave.*
 - Tell the students that there are many words with the *schwa* sound in this book. They should look for these words to help them as they read.
 - Tell them also that the new word *our* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *our* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
- After reading, check comprehension by asking these questions:
What is the name of the skater who can jump higher?
Which sister has a stud in her nose?
Which brother is waiting for his turn to catch a wave?
Which brother wears the red soccer uniform?
- Have the students turn to page 2 and find and read the words with the *schwa* sound. They should find *hello, Evan, brother's Liam, after, better, skater, and higher.*
 - Have students turn to page 6 and find and read the words with the *schwa* sound. They should find *Hello, Joseph, brother's, and Adam.*
- Have the students go through the book looking for *our* and rereading the sentences with *our* in them.
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Brothers and Sisters* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Practise spelling using the appropriate spelling list.
- Read along with the audio book to improve fluency.
- Work with a partner or small group using the e-book to reread and discuss *Brothers and Sisters*.