<table>
<tr>
<td>Text: Tim Sees a Fox
Duration: 8 days, 50-60 mins per session

Instructional Strategies
● Segmenting and blending through chaining
● Substituting initial, medial and final phonemes through chaining
● Partner reading
● Shared reading with teacher modeling
● Independent reading
● Class discussions
● Learning centers</td>
<td>Word Work Focus:
● Segment and blend CVC words
● Read sight words with automaticity in isolation and in context

Comprehension Focus
● Read to infer for deeper meaning
● Compare and contrast

Social-Emotional Focus
● Work with a partner to build shared understanding</td>
</tr>
<tr>
<td>Materials
● Teacher text
● Student texts
● Red word/sight word cards
● Letter cards for chaining
● Student letter cards
● Centers materials
● Board and writing utensil
● Student erasable boards
● Celebration materials</td>
<td>Sight Words Taught:
● we, too

Text-Specific Vocabulary Taught:
● N/A (text is fully decodable)

Oral Language Practice
● Article “a” and “an”
● “see” and “sees” subject-verb agreement
● Adverb “too”

Phonics Skills/Concepts Taught:
● Decoding CVC words, all short vowels

Assessment</td>
</tr>
</table>

Follow with EL Education’s All Short Vowels supplementary lessons.

Tim Sees a Fox (Stage 2, Day 1)
Time: 50-60 mins

Learning Focus: Decoding CVC Words

Skills:

- Segmenting and blending CVC words

Teacher Preparation

- One copy of "Tim Sees a Fox", large enough for student display
- Letter cards for chaining: o, f, p (x2), d, t, g
- Red word/sight words flash cards: *we, can, see, the, too*
- Picture cards: *elephant, lion, alligator, tiger, monkey, ostrich*
- Board
- Centers materials: see Centers document

Building Comprehension: Picture Walk

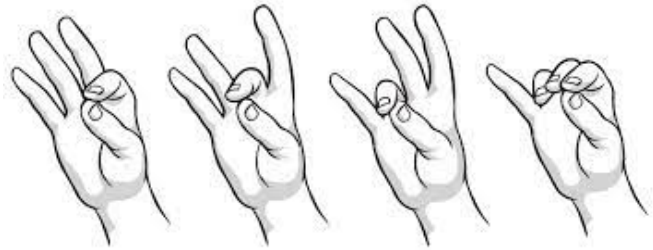
Display the cover page. In this book, Tim sees a fox. He notices many things the fox can do! *Go through pages, inviting students to notice and wonder.*

Word Work: Chaining (5-7 mins)

Take out your magnifying glass or any items that help you get "in character" as an inspector. Every word is made of letters and sounds. Today we will be sound inspectors, as we change around letters and sounds to read words.

Take out your magnifying glass, inspectors! These are special tools that help inspectors look VERY CLOSELY at things. We are going to look closely AND listen closely. *Act out taking a magnifying glass and looking through it closely. Have students act out taking their own invisible magnifying glasses and looking closely.*

Arrange the letter cards for the following consonant spellings along the bottom of the board: o, f, p, d, t, g.
Point to each letter card and have students read the sound aloud.
Display three letter cards that spell "fox".
Model with a think aloud: I can tap out this word.



/f/ /o/ /x/ /fox/

Hold up the 'p' letter card. I know this sound: /p/.
Remove the 'f' letter card and add 'p.' If that is "fox", what word is this? P-ox. pox.
What change did I make? I changed the first sound from /f/ to /p/.
Change the 'x' card to 'd'. Point to 'd'. What sound? */d/.*
If that was "pox', what word is this? *Pod. Prompt students to finger-tap and blend if needed.*
Change the 'd' card to 'p'. What sound? */p/.*
If that was "pod", what word is this? *Pop.*
Continue with word list: pod > nod > not > got.

Activity Reflection
Great job today, inspectors! Every word is made up of letters and sounds. We changed around letters and sounds to read words.
Display the cover page.
Take out those magnifying glasses. Does anyone spy one of the words we broke apart and read today! *Fox!*

Word Work: High Frequency Words (5 mins)

Daily focus words: we
Investigators, there are some words that we see so much in the English language, it helps to know them in a *snap*. *Snap your fingers.* We call these words Red Words. *Sometimes* red words don't follow the rules of English, so we have to use special strategies to know them in a *snap.*

Let's meet some Red Words that we will see in our book.

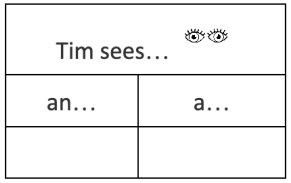
Say It/Spell It/Say It routine
Show Red Word card for "we."
This word is "we." Say it! *Students repeat: we.*
Spell it! w-e, we. *Students repeat: w-e, we.*
Air write it, w-e, we. *As you speak, write the letters in the air and say them out loud. When you say the whole word, underline it in the air. Students repeat air-writing.*
Show card. Say it! We! *Students repeat: we.*

Flash through sight word deck: we, can, see, the

Oral Language Practice: "A" or "An" Review (10 mins)

—When we read "Sarita and the Big Baby Bird," we learned a rule for using the words "a" or "an" in English.
—What was the rule? *"A" comes before a word that begins with a consonant sound. "An" comes before a word that begins with a vowel sound.*
—*Write "an + vowel sound (a, e, i, o, u)" on the board.*
—*Write "a+consonant sound" on the board.*

—On the board or on chart paper, create a chart (left):



—Remind students of the meaning of the verb "sees", which they have previously read and practiced in Unit 1 books "Sarita and the Big Baby Bird" and "The Robot Frog."

—Tim loves to see wildlife. I will show you an animal Tim sees. Tell me if we describe that animal using the word "a" or "an." *Present students with a series of simple pictures of the following animals: elephant, lion, alligator, tiger, monkey, ostrich.*

—For each animal, prompt students: Tim sees?
—First sound?
—Vowel or consonant?
—"An" or "a"?
—Sort each animal picture into the correct column. Prompt students to say the full sentence e.g. Tim sees an elephant; Tim sees a lion, etc.

Independent Learning Centers (30 mins)

Monitoring

What skill did we learn today? *We can change around letters and sounds in words to read.*

Which vowels did we use today? *Various answers.*

What sounds do they make? *Various answers (be sure to reinforce short vowel sounds).*

Why will breaking apart and changing the sounds in words help us to be better readers?

Tim Sees a Fox (Stage 2, Day 2)
Time: 50-60 mins

Learning Focus: Decoding CVC Words

Skills:

- Segmenting and blending CVC words

Teacher Preparation

- One copy of "Tim Sees a Fox", large enough for student display
- Letter cards for chaining: t, m, d, ll, p, h, n, i, e.
- Red word/sight words flash cards: *we, can, see, the, too*
- Student erasable boards
- Centers materials: see Centers document

Building Comprehension: Picture Walk

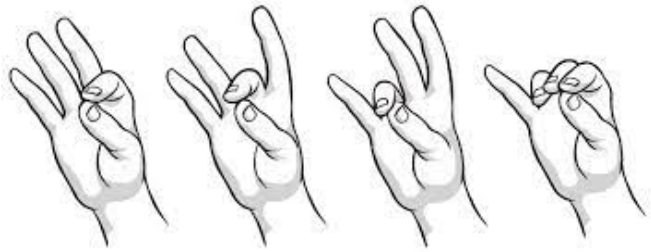
Display the cover page. In this book, Tim sees a fox. He notices many things the fox can do! *Go through pages, inviting students to notice and wonder.*

Word Work: Chaining (5-7 mins)

Take out your magnifying glass or any items that help you get "in character" as an inspector. Every word is made of letters and sounds. Today we will be sound inspectors, as we change around letters and sounds to read words.

Take out your magnifying glass, inspectors! These are special tools that help inspectors look VERY CLOSELY at things. We are going to look closely AND listen closely. *Act out taking a magnifying glass and looking through it closely. Have students act out taking their own invisible magnifying glasses and looking closely.*

Arrange the letter cards for the following consonant spellings along the bottom of the board: t, m, d, ll, p, h, n, i, e.
Point to each letter card and have students read the sound aloud.
Display three letter cards that spell "fox".
Model with a think aloud: I can tap out this word.



/t/ /i/ /m/ /tim/

Hold up the 'd' letter card. I know this sound: /d/.
Remove the 't' letter card and add 'd.' If that is "Tim", what word is this? D-im, dim.
What change did I make? I changed the first sound from /t/ to /d/.
Change the 'm' card to 'p'. Point to 'p'. What sound? */p/.*
If that was "dim", what word is this? *Dip. Prompt students to finger-tap and blend if needed.*
Change the 'd' card to 'h'. What sound? */h/.*
If that was "dip", what word is this? *hip.*
Continue with word list: hill > pill > pin > pen > hen.

Activity Reflection
Great job today, inspectors! Every word is made up of letters and sounds. We changed around letters and sounds to read words.
Display the cover page.
Take out those magnifying glasses. Does anyone spy one of the words we broke apart and read today! *Tim!*

Word Work: High Frequency Words (5 mins)

Daily focus word: too

Investigators, there are some words that we see so much in the English language, it helps to know them in a *snap*. *Snap your fingers.* We call these words Red Words. *Sometimes* red words don't follow the rules of English, so we have to use special strategies to know them in a *snap.*

Let's meet some Red Words that we will see in our book.

Say It/Spell It/Say It routine
Show Red Word card for "too."
This word is "too." Say it! *Students repeat: too.*
Spell it! t-o-o, too. *Students repeat: t-o-o, too*
Air write it, t-o-o, too. *As you speak, write the letters in the air and say them out loud. When you say the whole word, underline it in the air. Students repeat air-writing.*
Show card. Say it! Too! *Students repeat: too.*

Flash through sight word deck: we, can, see, the, too

Oral Language Practice: "See and Sees" Around the Circle (10 mins)

—Refer back to yesterday's chart, titled "Tim sees…". Point to the word "sees." "See" is a verb, or action word.
—"See" means to notice something or look at something. Tim sees through his binoculars.
—On the board, write:
I, you, we, they → see
he, she, it, name → sees

—"See" is a present-tense verb. It is happening *now.* We use "see" with "I, you, we, and they". We use "sees" with "he, she, it" or someone's name.
—*Arrange the class in a large circle.* Look around the room. In your head, notice something. This is what you see.
—We will go around the circle. Listen closely for what the person before you sees.
—*Point to the board as you model:* I see my students. *Turn to the student next to you in the circle. Guide the student to say: "YOUR NAME sees her students" or "She sees her students."*
—*Guide the student to say what he or she sees, with "I see _____".*
—*Continue around the circle. Each student should say:"I see _____" and "He/she/name sees _____" about the person before them.*
—*Once the whole circle has gone, tell the students it's time for a game.* Look for something new. Now we will make it a memory game! Try to remember what *everyone* before you sees.
—*Go around the circle again. This time, students must use "see" and "sees" correctly while repeating what all students before them in the circle see, e.g. "Student 1 sees a pencil. Student 2 sees a red hat. Student 3 sees shoes. I see a board."*
—Great job! What does Tim see? *Tim sees a fox!*

Independent Learning Centers (30 mins)

Monitoring

What skill did we learn today? *We can change around letters and sounds in words to read.*

Which vowels did we use today? *Various answers.*

What sounds do they make? *Various answers (be sure to reinforce short vowel sounds).*

Why will breaking apart and changing the sounds in words help us to be better readers?

Tim Sees a Fox (Stage 2, Day 3)
Time: 50-60 mins

Learning Focus: Decoding CVC Words

Skills:

- Orally segment and blend CVC words
- Synthesize CVC decoding skills and sight word recognition to engage in shared reading
- Make inferences about characters' choices, feelings and actions
- Make connections to deeper meaning (sharing, reciprocity, learning new things)

Teacher Preparation

- One copy of "Tim Sees a Fox", large enough for student display
- Student copies of "Tim Sees a Fox"
- Letter cards for chaining: *d, i, p, t, a, n, g (x2), c*
- Red word/sight words flash cards: *we, can, see, the, too*

Building Comprehension: Building Comprehension

Readers, we have practiced breaking apart sounds to read words from this book. Today, we will read the book together!

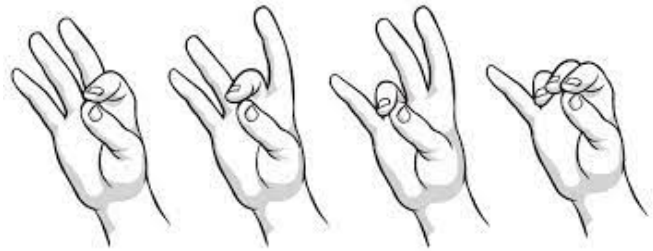
Set the purpose: Reading is thinking! We will read to think about a big question: How does a fox's day compare to a human's day?

Word Work: Chaining (5-7 mins)

Take out your magnifying glass or any items that help you get "in character" as an inspector. Every word is made of letters and sounds. Today we will be sound inspectors, as we change around letters and sounds to read words.

Take out your magnifying glass, inspectors! These are special tools that help inspectors look VERY CLOSELY at things. We are going to look closely AND listen closely. *Act out taking a magnifying glass and looking through it closely. Have students act out taking their own invisible magnifying glasses and looking closely.*

Arrange the letter cards for the following consonant spellings along the bottom of the board: d, i, p, t, a, n, g (x2), c
Point to each letter card and have students read the sound aloud.
Display three letter cards that spell "dip".
Model with a think aloud: I can tap out this word.



/d/ /i/ /p/ /dip/

Hold up the 't' letter card. I know this sound: /t/.
Remove the 'd' letter card and add 't.' If that is "dip", what word is this? T-ip, tip.
What change did I make? I changed the first sound from /d/ to /t/.
Change the 'i' card to 'a'. Point to 'a'. What sound? */a/.*
If that was "tip, what word is this? *Tap. Prompt students to finger-tap and blend if needed.*
Change the 't' card to 'n'. What sound? */n/.*
If that was "tap", what word is this? *nap.*
Continue with word list: nap > nag > gag > tag > tan > pan > can

Activity Reflection

Great job today, inspectors! Every word is made up of letters and sounds. We changed around letters and sounds to read words.

Oral Language Practice: You, "too"?

—And also I'm not really religious but Quentin I would really appreciate if you can say a prayer for me for Kim and her family. Show the red card for "too", from yesterday's high frequency word practice. What word? *Too!*
—Write the word on the board and underline the vowels: t<u>oo</u>. "Too" sounds like other words in English. When you see it written with two o's, it means "also" or "as well."
—We will take turns saying a place to go. It can be as simple or as creative as you wish.
—If you want to go, too, stand up and say, "Me too!"
—If you don't want to go, stay seated and say, "Not me."
—*Model:* I want to go to space! You too?
—I want to go to the playground. You too?
—I want to go to the hottest desert in the world. You too?
—Have students turn and tell their partner a place. Partners can stand up and say "Me too!" or stay seated and say "Not me." Then switch roles.
—Have a few students share creative ideas with the class.

Shared Reading (20-30 mins)

Follow Shared Reading routine:
Go through all red words/sight words. Prompt students to read them with automaticity.
Go through all "Need to Know" words. Prompt students to read them with automaticity.
Remind students: When it's my turn, I will read. Notice my strategies. When it's your turn, you try. Remember to use your inside voice or your whisper voice.

Model reading each page of the text. Segment and blend CVC words. Read sight words and "need to know" words with automaticity. Reread each line for fluency.
Prompt students to read each line with: "your turn."

Monitoring (3-5 mins)

What skill did we learn today? *I can tap out sounds in words and look for red words or snap words, to read books.*
How did your partner help you as a reader?

Tim Sees a Fox (Stage 2, Day 4)
Time: 50-60 mins

Learning Focus: Decoding CVC Words

Skills:

- Orally segment and blend CVC words
- Synthesize CVC decoding skills and sight word recognition to engage in shared reading
- Make inferences about characters' choices, feelings and actions
- Make connections to deeper meaning (sharing, reciprocity, learning new things)

Teacher Preparation

- One copy of "Tim Sees a Fox", large enough for student display
- Student copies of "Tim Sees a Fox"

Building Comprehension: Building Comprehension

Readers, yesterday we practiced reading "Tim Sees a Fox" together. Today, you will read with your partner!

Set the purpose: Reading is thinking! We will read to think about a big question: How does a fox's day compare to a human's day?

Partner Reading (30 mins)

Review partner reading routine: Today, you will read with your partner! As reading partners, you each have a very important job. Sometimes you will listen to your partner as they read the words. You will make sure your partner is pointing to the words as they read, and tapping and blending when they need to. You will congratulate your partner!

Sometimes you will be the reader! You will point to the words as you read. You will make sure to use a clear, inside voice so that your partner can hear you!

Have 2 students come to the front of the class and model partner reading on the first page.

1. Partner 1 reads the sentence, tracking the words with their finger.
2. Partner 2 helps and restates.
3. The partners reread in unison for fluency.
4. Partners switch roles on the next page: Partner 2 reads the sentence, tracking the words with their finger.
5. Partner 1 helps and restates.
6. The partners reread in unison for fluency.

Decoding Behaviors *Students are…*	Comprehension *Students understand…*
-segmenting and blending to sound out CVC words *Prompts to support:*	**-sequencing in the text** *-What happened first? What happened next? What*

-What is the first letter? What sound does it make? *-What is the next letter? What sound does it make?* *-What is the final letter? What sound does it make?* *-What is this word part? What sounds do these letters make together?* *-What happens if you add (sound or letter)? What word is it now?* *-What happens if you change (sound or letter) to (sound or letter)? What word is it now?* **-recognizing sight words in text** Prompts to support: *-This is one of our red words. Air-write it. Do you remember the red word?* *-Show the red word card.* **-using sentence and picture cues to sound out** **-***Look at the picture. What word makes sense?* *-Read the sentence, but skip the word. What word makes sense?* *-What is happening on this page? What word makes sense?*	*happened last?* *-What happens in the beginning, middle, and end?* **-characters' choices, thoughts and feelings** *-pg. 4: How does Tim feel about seeing the fox? Why do you think so ?* *-Why do you think Tim is looking for the fox?* *-Why does Tim have binoculars?* *Pgs. 5-8:* *-What is the fox doing? Why?* *-What is the fox's habitat like?* *-How does the fox feel? How can you tell?* *Pg. 10: What is Tim doing?* *-Why do you think Tim wants to share what he learned about the fox?*

If partners finish reading, prompt them to reread.

Reflection (10 mins)

Wonderful job, partners. Reading is thinking! We read to think about a question: How does a fox's day compare to a human's day?

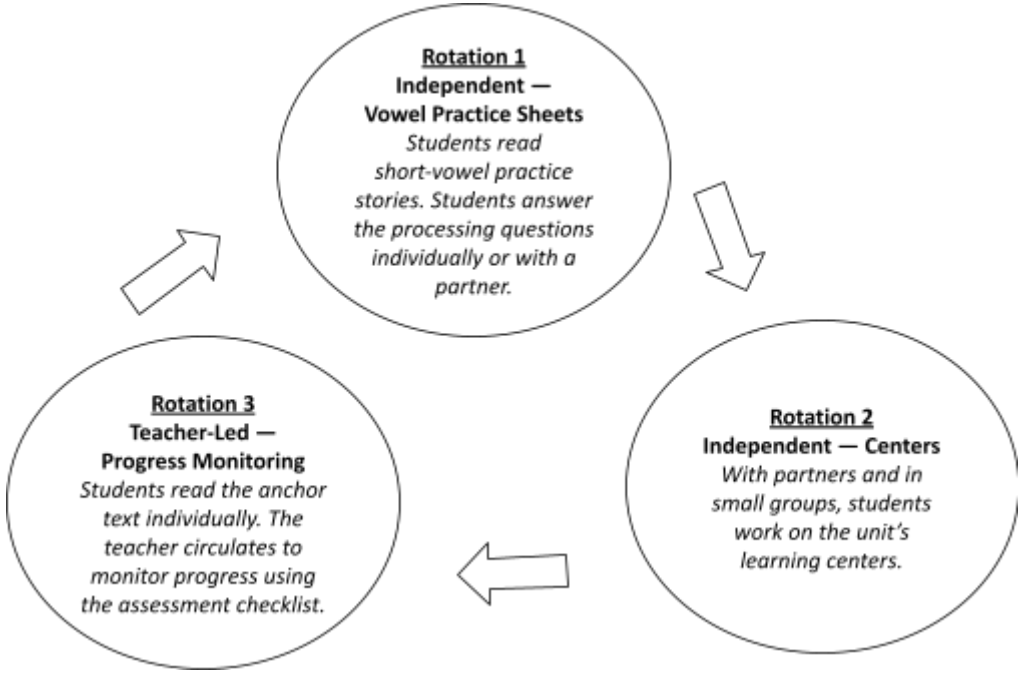
Conduct a class discussion. What were some things the fox did that a human does? What were some things the fox did that a human doesn't do?

Monitoring (3-5 mins)

What skill did we learn today? *I can tap out sounds in words and look for red words or snap words, to read books.*

How did your partner help you as a reader?

Day 5	Day 6	Day 7
—First 10 minutes of class: do a fun whole-class activity. *—Next, divide the class into three equal groups. Groups will work at one of the 3 rotations for 30-40 minutes.* *—Last 10 minutes of class: gather in a circle and ask students to reflect on the day. Questions may include:* — Who helped you today? How? — What is one new thing you learned today? — What is one way you were challenged today? How did you handle the challenge? — What went well today? What could have gone better? *—On Days 6 and 7, each group will move to the next rotation.*		



Tim Sees a Fox (Stage 2, Day 8)
Time: 50-60 mins

Learning Focus: Decoding CVC Words

Skills:

- Reflect on reading skills and strategies in order to celebrate growth as a reader

Teacher Preparation

- One copy of "Tim Sees a Fox", large enough for student display
- Student copies of "Tim Sees a Fox"

Shared Reading (5-10 mins)

Readers, you should be so proud! You have worked hard to read and understand "Tim Sees a Fox"! Let's read together!

Project the text. Call on students to fluently read each page.

Celebration (30 mins)

Today we will celebrate our hard work.

Ways to celebrate reading:
-Community Share: Invite community members into the classroom. This can include caregivers, school staff, or anyone important to students. Have each pair conduct a read-aloud of the text for a community member

-Reading buddies: Connect students with a younger class. Have pairs read aloud the text to their younger schoolmates.

-Create a craft: Use paper bags, popsicle sticks, or any available materials to create paper binoculars.

-Letter to the author: Write a letter as a class. Include favorite parts, things we learned, and thanks.

-Write a sequel: Consider the question, What happens next? Have students work in pairs or small groups to write a sequel to the story. Share sequels with one another, and begin to build or add them to an existing classroom library.

-Take a field trip: Talk about different observation skills Tim used to learn about the fox. Go to an outdoor area and practice making and recording observations.

-**Star ceremony:** Each child receives a star in celebration of their reading achievements.

Monitoring (5-10 mins)

What strategies helped you read this book?

How do you feel after reading the book?

What can readers do to celebrate reading?

Why is it important to celebrate reading?