

# Sentence Reading et (page 51)



## Materials:

- **et** word family flashcard
- letter flashcards Aa-Zz
- lowercase letter flashcards p, v and m
- individual letter cards e, p, v and m for each student
- page 51

## Review: 2-3 minutes

- Mix up the letter flashcards and show them to the students one at a time.
  - *Hint:* You should develop a routine when doing this.
  - Teacher: "Letter?" Students: "A."
  - Teacher: "Sound?" Students: "/a/."
  - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.

## Preview: 3-5 minutes

- Show the lowercase letter flashcard, followed by the **et** word family flashcard while saying the sounds individually and then blending together; have the students repeat
  - Teacher: /p//et//.....pet, /p//et//.....pet; students repeat
  - Teacher: /m//et//.....met, /m//et//.....met; students repeat
  - Teacher: /v//et//.....vet, /v//et//.....vet; students repeat

## Modeling: 5-7 minutes

- Pull out the lowercase letter flashcards e, p, v and m
- Show the lowercase letter flashcards, one at a time, saying the individual sounds and then blending them together; have the student repeat
  - Teacher: /p//e//t//.....pet, /p//e//t//.....pet; students repeat
  - Teacher: /m//e//t//.....met, /m//e//t//.....met; students repeat
  - Teacher: /v//e//t//.....vet, /v//e//t//.....vet; students repeat

### **Guided Practice:** 7-10 minutes

- Give each student a set of lowercase letter cards (e, p, v and m) while the teacher uses the lowercase letter flashcards
- Lay the letters out at the top of the workspace in a straight line
- Teacher will say a word, emphasizing each individual sound; have the students repeat
  - Teacher: pet...../p//e//t/.....pet
- Now as the teacher says the sounds again, pull down a letter card that matches each sound in the word; the students should be copying the teacher using their own individual letter cards
- Read the word that was created with the lowercase letter cards
- Move the letter cards back into line at the top of the workspace
- Repeat the process for the words met and vet

### **Independent Practice:** 5 minutes

- Explain how to do page 51.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 51 to each student. Allow the students to use their individual letter cards to make the word first if they need to and then they can copy the letters onto the page to make the **et** family words.

### **Assessment:** (during Independent Practice)

- As the students are completing page 51, monitor and give guidance/support/correction/praise, as needed.
- Have the students read the sentence on the bottom of page 51 to you as you walk around and check on their progress.
- Use page 51 as a record and be sure to take note of students who may need more practice and/or instruction.

### **Closure:** 1-2 minutes

- Write each of the **et** words on the board: pet, met and vet
- Point at each letter, saying the individual sounds, and then blending all the sounds together to read the word; have the students say the sounds and read the words with you