

# Story: Ben, Pets and a Vet (pages 52-54)

## Materials:

- **et** and **en** word family flashcards
- letter flashcards Aa-Zz
- lowercase letter flashcards b, v, t, w, p and g
- story on pages 52-54



## Review: 3-5 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.
- Show the lowercase letter flashcard, followed by the **en** or **et** word family flashcard while saying the sounds individually and then blending together; have the students repeat
  - Teacher: /b//en//.....Ben, /b//en//.....Ben; students repeat
  - Teacher: /t//en//.....ten, /t//en//.....ten; students repeat
  - Teacher: /v//et//.....vet, /v//et//.....vet; students repeat
  - Teacher: /w//et//.....wet, /w//et//.....wet; students repeat
  - Teacher: /p//et//.....pet, /p//et//.....pet; students repeat
  - Teacher: /g//et//.....get, /g//et//.....get; students repeat

## Preview: 5 minutes

- Picture Walk
  - Start with the title of the story. Read the title and discuss the words in the title.
  - Then show the pictures from the story one page at a time.
  - On each page discuss what they see in the picture.
    - Use questions and guidance to get them to say the words that will appear in the text.
    - Example for picture 1: Who do you see in the picture? From the title what is the boy's name? Who is Ben talking to?

### **Modeling:** 5 minutes

- Read each page to the students. As you are reading, point at each word to show the students you are tracking.
- Make sure to get stuck on some of the **et** and **en** word family words and show the students how you can say the sounds of each letter in the word and then blend them together to say the word.
- Also, as you are reading, get stuck on words that you can figure out from looking at the picture and context of the rest of the sentence.
  - Example for picture 3: “The wet pets are, hmmm I don’t know this word. I see that it starts with the /s/ sound and in the picture the cats look like they feel bad. So since the word starts with the /s/ sound it must be sick.”

### **Guided/Independent Practice:** 10 minutes

- Give each student their own copy of the story.
- Read the story all together, having the students point at the words as you are reading.
  - It is important to remember not all students will be ready to read all the words yet. Make sure they are trying to track with you and reading the words they are ready to read.
- After each page, stop and discuss what is happening in the story.
- Read the story together a second time, encouraging more reading and tracking of the text.
- Put the students with a partner and encourage them to read the story together with their partner.
- Now allow the students to read the story on their own. While they are reading, ask them to circle any **et** or **en** word family words that they see in the story.

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

- As the students are reading the story and circling the **et** and **en** word family words, monitor and give guidance/ support/correction/praise, as needed.
- Have the students read part of the story to you as you walk around and check on their progress.

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

- Come back together as a whole class.
- Read the story together one last time.