

**Reading Lessons for
Alaska State Standards**

<p>Grade 3</p> <p>Mastery Packet 6</p> <p>Lesson 8</p> <p>Lesson Time - approximately 60 minutes</p>	<p>Teacher Materials copy of RG3M7L5SF1- <i>The Lion and the Mouse</i>, RG3M6L5SF2- Silent Reading Scoring Guide</p> <p>Student Materials six different colored squares of paper (3"X3"), copy of RG3M6L7SF1- <i>The Lion and the Mouse</i>, RG3M6L5SF2- Silent Reading Scoring Guide for each student</p>
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REVIEW PERFORMANCE STANDARDS

R1.1a Distinguish, reproduce, and manipulate the sounds in words.

R1.1b Use a combination of the following to read and comprehend text:

- knowledge of phonics, alphabet, and alphabetic principle, e.g., recognition of letter shapes, letter names, letter/sound relationships, initial/final consonants, vowels, letter patterns;
- pictures and visual clues;
- sight recognition of high frequency vocabulary words;
- word structure, e.g., root order, grammar;
- root words, prefixes, suffixes, rhyming words;
- language structure, e.g., prior knowledge and context;
- text structure, e.g., read left to right.

R1.3 Reads texts aloud with expression, demonstrating knowledge of punctuation and other conventions of print.

PREVIEW PERFORMANCE STANDARDS

R1.4a Retell or dramatize a story after reading it.

R1.4b Restate information after reading a text.

(The bold area is the standard or standard section being addressed in this lesson.)

Phonological Awareness Instruction	Phonics Instruction	Text Comprehension Instruction	Fluency Instruction	Vocabulary Instruction
	Syllabication Rules Camel Rule and Turtle Rule Words	Story retelling and summarizing: a drawing and writing activity	Silent Reading Activity	N/A
	Approximately 10 minutes	Approximately 40 minutes	Approximately 10 minutes	

PHONICS INSTRUCTION

Direct Instruction

Teacher says: Today’s lesson will be changing sounds within words. We will change the beginning, middle, and final sounds in the words. This will help you hear the sounds in words. It will also help you read and spell words.

Teacher says: I will say a word and then I will place a colored square on the board or flannel graph for each sound in the word. When I say the word **huddle** /h/ /u/ /d/ /d/ /l/ , how many sounds do you hear in the word **huddle**? (5) Do you hear two d's in the middle of the word? (yes, you should) How many colored squares will I need to put up? (5) Where do we divide **huddle**? Who would come up and place the colored squares on the board. Did you remember to place two of the same color squares for the two d's. Who would come up and divide **huddle** into two syllables? (/h/ /u/ /d/ /d/ /l/)

Guided Practice

Give each student six different colors. (ex, red, blue, black, yellow, green, orange) Pair the students. The students will use their squares when words are dictated.

NOTE

Do not designate a color for a sound. The purpose of the lesson is for the students to manipulate the sounds in words, not associate a sound with a color. This is especially true for vowel sounds. The students will choose different color combinations using the six squares. This is fine.

1. Dictate the words in the box below.
2. Student A and B say the word together slowly isolating each sound.
3. Student A places the colored squares on the table – working left to right.
4. Student A touches each square and names the sound.
5. Student B checks by saying the sounds of the word and touching the squares.
6. Student A and B decide if the word follows the Camel Rule (VC /V) or the Turtle Rule (/ C + le)
7. Student A and B change the roles.

1. rattle	5 squares	rat	tl	(Turtle Rule – t + le, The first vowel has a short sound because it is in the medial (middle) position and there is only one vowel in the syllable. E is at the end of the le so the syllable will have a vowel.
2. stumble	6 squares	stum	bl	(Turtle Rule – b +le, The first vowel has a short sound because it is at the beginning of the syllable and it is the only vowel in the syllable. E is at the end of the le so the syllable will have a
3. cable	4 squares	ca	bl	(Turtle Rule – b + le, The first vowel is long because the vowel is next to the syllable break.
4. maple	4 squares	ma	pl	(Turtle Rule – p + le, The first vowel is long because the vowel is next to the syllable break.
5. cabin	5 squares	cab	in	(Camel Rule – The b is the only consonant sound between two vowel sounds) The first vowel is in the medial position after the syllable break. The second vowel is in the initial position. Therefore, the vowels are short vowels.
6. habit	5 squares	hab	it	(Camel Rule – The b is the only consonant sound between two vowel sounds. The first vowel is in the medial position after the syllable break. The second vowel is in the initial position. Therefore, the vowels are short vowels.

TEXT COMPREHENSION AND FLUENCY INSTRUCTION

Guided Practice

1. Have students divide a sheet of paper into three sections.
2. Have students write at the top of each section: beginning, middle, end
3. Have students read the story independently or with a partner.
4. Have students draw a picture of what happened during each part of the story in the corresponding section. (Beginning: lion grabs mouse Middle: lion calls for help, mouse runs to help lion, or mouse gnaws on ropes End: mouse gnaws on ropes, lion is freed, lion thanks mouse)
5. Have students write about each picture in sequence.

6. Use the Silent Reading Scoring Guide-RG3M6L5SF2 to assess retelling and summary for each student who finishes the assignment. Date and write the name of the story for future use.
7. Have students orally share their retelling or summary with the class.

The Lion and the Mouse

A lion was sleeping soundly when a mouse ran over his face. The lion grabbed the mouse to kill him. The mouse cried, "If you will spare my life, I could help you someday." The lion laughed but let him go. Later, hunters caught the lion. They bound him with ropes. The mouse heard his roar. He gnawed the rope with his teeth and set him free. Proudly the mouse said, "You did not think I would be able to help you. Now, you know that a little mouse can help a lion, the King of the Beasts."

Activity

- Have the class participate in a reading bingo program. The students may read or be read to in order to earn the bingo square. (Make choices depending on the reading level of your students.) Go over the Silent Reading Scoring Guide. Score one to five students as they read with a partner-RG3M6L5SF2.
- You may have students partner read during silent reading time.
- Use the scoring guide to score retellings and summaries.

Read to the class for ten to fifteen minutes daily. Select books or poetry on the intellectual level of your students, not the students' instructional reading level. Allow a brief time to reflect and share about the reading.