

Lesson 26

R -A AC

Board Work

EXERCISE 1

INTERNAL VOWEL CONVERSIONS: ea, oa

1. (Print in a column on the board:)

rear
leaf
mean
ears

2. (Point to rear. Pause.) **What word?**

(Signal.) *Rear.*

- (Repeat for leaf, mean, ears.)

3. (Replace ea with oa in each word:)

roar
loaf
moan
oars

4. (Point to roar. Pause.) **What word?**

(Signal.) *Roar.*

- (Repeat for loaf, moan, oars.)

5. (Change the list to:)

rear
loaf
mean
ears

6. (Point to rear. Pause.) **What word?**

(Signal.) *Rear.*

- (Repeat for loaf, mean, ears.)

7. (Change to the original list:)

rear
leaf
mean
ears

- (Repeat steps 2–6 until firm.)

Individual test

(Repeat steps 1–6, calling on individual students to read all the words in the column.)

Student Book



EXERCISE 2

WORD READING WITH UNDERLINED PART

1. Open your Student Book to Lesson 26. ✓

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- **What sound?** (Signal.) *ch.*
- **What word?** (Signal.) *Ranch.*

WORD READING

1. Touch the first word in part 2. ✓

2

rode named rider safe
makes side tame time

2. **What word?** (Signal.) *Rode.*
3. **Next word.** ✓
 - **What word?** (Signal.) *Named.*
4. (Repeat step 3 for each remaining word.)

EXERCISE 4

WORD READING

Irregular words

1. Touch the first word in part 3. ✓

3

Emma anyone nobody good

because let's boss didn't

ready their Flop woman

women milked herself station

question biggest stayed Branch

2. That word is **Emma**. What word?

(Signal.) *Emma*.

- **Spell Emma**. (Signal for each letter.)
E-M-M-A.
 - **What word?** (Signal.) *Emma*.
3. The next word is **anyone**. What word?
(Signal.) *Anyone*.
 - **Spell anyone**. (Signal for each letter.)
A-N-Y-O-N-E.
 - **What word?** (Signal.) *Anyone*.
4. The next word is **nobody**. What word?
(Signal.) *Nobody*.
 - **Spell nobody**. (Signal for each letter.)
N-O-B-O-D-Y.
 - **What word?** (Signal.) *Nobody*.
5. The next word is **good**. What word?
(Signal.) *Good*.
 - **Spell good**. (Signal for each letter.)
G-O-O-D.
 - **What word?** (Signal.) *Good*.

1. Go back to the first word. ✓

- **What word?** (Signal.) *Emma*.

2. Next word. ✓

- **What word?** (Signal.) *Anyone*.

3. (Repeat step 2 for each remaining word.)

EXERCISE 5

WORD-ATTACK SKILLS: Individual tests

1. (Call on individual students. Each student reads a row. Tally the rows read without error. If the group reads at least 9 rows without making errors, direct all students to record 4 points in Box A of their Point Chart. Criterion is 80 percent of rows read without error.)
2. (If the group did not read at least 9 rows without errors, do not award any points for the Word-Attack Skills exercises.)



EXERCISE 6

STORY READING

1. Everybody, touch pa-0.pt(,)143(.)]TJ/T1_3 1 Tf0.006

There was a big ranch in the West. The rancher who ran this ranch was named Emma Branch. She rode a horse well. She chopped fast, and she swam faster. The men and women who worked for Emma Branch liked her. They said, "She is the best in the West." On her ranch she had sheep, and she had cows. There were goats and horses. There was a lot of grass.

The rancher had a lot of women and men working for her. They worked with the sheep and the goats, and they milked the cows. Each worker had a horse. But the rancher's horse was the biggest and the best. It was a big, black horse named Flop.

[1]

..... :
a.

..... :
a. **What was the name of the rancher?**

Emma Branch.

b. **Name some things she did well.** (Ideas: *Rode a horse well, chopped fast, swam faster.*)

What kind of animals did she have on her ranch? (Idea: *Sheep, cows, goats, horses.*)

d. **Who had the biggest horse?** (Ideas: *The rancher; Emma Branch.*)

e. **What was its name?** *Flop.*

Flop got its name because it reared up. When Flop reared up, any rider on it fell down and went "flop" in the grass. But Flop did not rear up when the rancher rode it. Emma Branch bent near Flop's ear and said, "Let's go, Flop." And they went. She did not have to slap the horse. She didn't have to jab her heels and yell at Flop. She just said, "Let's go," and they went like a shot.

Every day, she checked up on the workers to see what they were doing. She checked to see that they were working well and that they were not loafing.

[1]

E C A E E

EXERCISE 7

NEW READING CHECKOUTS

Note: The rate criterion for Lessons 26–30 is 70 words per minute.

1. (For this part of the lesson, assigned pairs of students work together during the checkouts.)
2. (Each student does two checkouts.)
 - (First checkout: Students can earn 3 points by making no more than 2 errors on the

Lesson
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1 _____

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