**Lesson 26**

**WORD-ATTACK SKILLS**

### Chalkboard

#### EXERCISE 1

**INTERNAL VOWEL CONVERSIONS:** ea, oa

1. Print in a column on the chalkboard: rear, leaf, mean, ears.
2. For each word: (Point to the word. Pause.) What word? (Signal.)
3. (Replace ea with oa in each word. Repeat step 2 for rear, loaf, moan, oars.)
4. (Change the list to: rear, loaf, mean, ears. Repeat step 2.)
5. (Change the list to: rear, leaf, mean, ears. Repeat steps 2-4 until firm.)

**Individual test**
Call on individual students to read all the words in the column.

### Student Book

#### EXERCISE 2

**WORD READING**


1. ranch  faster  chopped
2. goats  checked  horses
3. bign  slap  leaves
4. lofers  swam  swim  jab

You're going to say the sound for the underlined part and then read the word.

4. (Repeat step 3 for each remaining word.)
5. (Repeat steps 2-4 until firm.)

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### EXERCISE 3

**WORD READING**

1. Touch the first word in part 2.

2. rode  named  rider  safe
makes  side  tame  time

2. What word? (Signal.) Rode.
4. (Repeat step 3 for each remaining word.)

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### EXERCISE 4

**WORD READING**

#### Task A  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.) What word? (Signal.) Emma.
3. The next word is anyone. What word? (Signal.) Anyone. Spell anyone. (Signal for each letter.) What word? (Signal.) Anyone.
4. The next word is nobody. What word? (Signal.) Nobody. Spell nobody. (Signal for each letter.) What word? (Signal.) Nobody.
5. The next word is good. What word? (Signal.) Good. Spell good. (Signal for each letter.) What word? (Signal.) Good.

#### Task B

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.)
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 part 4. ✓

THE RANCHER

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.

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.

If a worker was loafing, Emma told the worker, “I will say this for the last time: ‘Do not loaf on this ranch any more.’” If a worker was loafing the next time she checked, she said, “Go from my ranch. We do not need loafers here.”

The women and men who worked on the ranch said, “When you hear Flop running, you
had better be working. If you are not working, you had better get ready to leave this ranch.”

But the workers that stayed at the ranch liked to work for Emma Branch. They said, “We like to have Emma on our side. We can see how mean Flop is, and he is very tame when Emma rides him. So it’s good to have Emma on your side.”

2. The number after each part of the story shows the number of points each part is worth. After you read each part without making more than 3 errors, I’ll ask questions about that part.

3. (Call on a student to read the title.)

4. (Call on individual students, each to read one or two sentences. Praise students who read without making errors. Correct all word-reading errors.)

5. At the end of each part of the story:
   a. (Tell the students the number of errors the group made and whether the group earned points for that part.)
   b. (If the group made more than 3 errors, direct the group to re-read the part.)

6. (After the group reads each part within the error limit, ask the comprehension questions for that part.)

First part:
   a. What was the name of the rancher? Emma Branch.
   b. Name some things she did well. Ideas: Rode a horse well, chpped fast, swam faster.
   c. What kind of animals did she have on her ranch? Ideas: Sheep, cows, goats, horses.
   d. Who had the biggest horse? Idea: The rancher; Emma Branch.
   e. What was its name? Flop.

Second part:
   a. Why did Flop have the name Flop? Idea: When anyone tried to ride Flop, Flop reared up and the rider went “flop” in the grass.
   b. Did Flop give Emma a hard time? No.
   c. What did Emma do every day? Idea: Checked on the workers.

Third part:
   a. What would Emma do if she found a worker loafing for the first time? Idea: Tell the worker not to loaf on the ranch anymore.
   b. What would she do the next time? Idea: Tell the worker to leave the ranch.
   c. Why did the workers think that it was good to have Emma on their side? (Accept reasonable answers.)

7. (After the group has completed reading the story and answering the comprehension questions, tell the students the total number of points to record in Box B of their Point Chart. Maximum = 4 points.)
EXERCISE 7

• READING CHECKOUTS

1. (For this part of the lesson, assigned pairs of students work together during the checkouts.)

2. (Each student does two checkouts.)
   a. (First checkout: Students can earn 3 points by making no more than 2 errors on the first part of story 26. Students record points in Box C-1 of their Point Chart.)
   b. (Second checkout: One-minute timed reading. Students can earn 3 points by reading at least 70 words and making no more than 3 errors on the first part of story 25. Students record points in Box C-2 of their Point Chart.)

3. (Direct students to plot their reading rate [words per minute] and number of errors on the Individual Reading Progress Chart.)

EXERCISE 8

WRITING LETTERS FOR SOUNDS

1. Open your Workbook to Lesson 26. Check part 1. You're going to write the letter or letters for each sound I say.


3. Next sound: or. What sound? (Signal.) or. Write it.

4. (Repeat step 3 for íi, ss, fff, b, aaaa, éééé, óóóó, p.)

Individual test

(Call on a student.) Read the letters you wrote, starting with the first blank.
LESSON 26

EXERCISE 9

WRITING WORDS WITHOUT ENDINGS
1. Find part 2. ✔ The words in the first column have endings.
2. First word. ✔ What word? (Signal.) Patted.
3. Next word. ✔ What word? (Signal.) Conning.
4. (Repeat step 3 for slipper.)
5. Later, you'll write the same words without any endings.

Independent Student Work
1. Complete your Workbook lesson. If you make no more than 4 errors, you earn 6 points.
2. (After checking the Workbooks, direct students who made no more than 4 errors to record 6 points in Box D of their Point Chart.)

Lesson Point Summary
Tell students to add the points in Boxes A, B, C-1, C-2, and D, plus any bonus points they have earned, and to write this number in the Total box of the Point Chart.

Point Schedule for Lesson 26

<table>
<thead>
<tr>
<th>Box</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Word Attack</td>
</tr>
<tr>
<td>B</td>
<td>Story Reading</td>
</tr>
<tr>
<td>C-1</td>
<td>1st Reading Checkout (not timed)</td>
</tr>
<tr>
<td>C-2</td>
<td>2nd Reading Checkout (timed)</td>
</tr>
<tr>
<td>D</td>
<td>Workbook</td>
</tr>
<tr>
<td>Bonus</td>
<td>(maximum = 2)</td>
</tr>
<tr>
<td>Total</td>
<td>(maximum without bonus points)</td>
</tr>
</tbody>
</table>

END OF LESSON 26
The Rancher

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[1]
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Lesson 26

1. The words in the first column have endings.
   Write the same words without endings in the second column.
   - patted
   - conning
   - slipper

2. Write the answers to these questions:
   1. What was the name of the rancher?
   2. Name 2 things the rancher did well.
   3. Who had the biggest horse?
   4. What was the name of the horse?
   5. What did the rancher do every day?

3. Match the words and complete them.
   - slap
   - bent
   - leave
   - swim
   - be
   - sw
   - ap
   - ve

4. Copy this sentence:
   Each worker had a horse.