

A Coat Full of Bubbles by Sherry Shahan

Phonemic Awareness	Phonics	Vocabulary	Fluency, Expression, Pace	Comprehension	Reading/Writing Link
<p>Word ending –s.</p> <p>Repeated letter pattern giving same sound-</p> <ul style="list-style-type: none"> ○ “oa” float, coat <p>Different letter patterns giving same sound –</p> <ul style="list-style-type: none"> ○ “ea” sea p.3 ○ “e” she p.4 ○ “ee” seaweed p6 ○ “ee” keeps p.12 	<p>Opportunities to use chunking, syllables, and base words/affixes to decode unknown words</p> <p>Initial consonant blends-</p> <ul style="list-style-type: none"> ○ fl- floats p.4 ○ scr- scratches p.9 ○ fl-fluffs p.9 ○ sn- snug p.12 ○ pl- play p 3,12 <p>Medial consonant blends-</p> <ul style="list-style-type: none"> ○ –tch- scratches p.9 ○ –bl- bubbles title & p.10 ○ –dr- hundreds p.11 	<p>The words “coat” and “bubbles” are used in a context that may be new to younger readers.</p> <p>Specific verbs used- floats, dives, hides, rolls, scratches, fluffs,</p>	<p>Maintain fluency over longer lengths of text.</p> <p>Guided Oral Reading - develop accurate, well-paced, expressive oral reading</p> <p>Read sentences of varying lengths, providing emphasis where appropriate</p> <p>Practice applying phrasing with use of prepositions</p>	<p>Understand simple informational text structure</p> <ul style="list-style-type: none"> ○ Main idea ○ Details including information such as who, what, where, when, why, how as appropriate ○ Logical sequence <p>Make inferences from text and illustrations</p> <p>Understand the use of pronouns and to whom they refer.</p>	<p>Practice writing in same genre – simple informational text – using similar techniques learned from text/author.</p> <ul style="list-style-type: none"> ○ Main idea ○ Details including information such as who, what, where, when, why, how as appropriate ○ Logical sequence <p>Include specific verbs to send clear message to audience.</p>

Guided Reading Level: Early 3
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