MODIFIED RAVE-O SEQUENCE

LESSON 1	LESSON 2	LESSON 3	LESSON 4
Welcome (review word wall, review a recent tip) & **Warm-up** (Re-read minute previous stories or sentences) (5 minutes)	**Welcome** (review word wall, review a recent tip) Warm-up (Ready, Set, Show) (5 minutes)	**Welcome** (MIM charades) Warm-up (Re-reading sentences from previous minute stories) (5 minutes)	**Welcome** (review word wall, review a recent tip) Warm-up (Re-reading sentences from previous minute stories) (5 minutes)
New Core Word Intro (6 minutes): -Discuss meanings (image cards) -Segment sounds on fingers, map on letters -Jam rime pattern together and slam on starter. -After intro to core bring out manipulatives & lead chaining activity.	**New Core Word Intro** (see description from Lesson 1) (6 minutes)	**Intro New Tip/Poster** (preview the script from the manual) (6 minutes)	**Move Core Words to Word Wall (trifold board)**
Workbook activity (5 minutes) -Writing words (tracing) OR Dictation (words and sentences).	**Read Minute Story** (10 minutes) - Review Eye spy words using word ring and/or worksheet. - Quick preview & set purpose for reading. - Student read silently to self, ask questions re: word pronunciation, and then read aloud to me. - Ask questions about meaning.	**Read Minute Story** (10 minutes) (see description from Lesson 2)	**Read Minute Story & Other books** (10 minutes) (see description from Lesson 2) -Support application to non-RAVE-O texts.
Word Web activity (8 minutes) - Word web poster, one core word & three meanings (MIMs) - Use Sam Sleuth question words to elicit personal connections (MICs)	**Select activity for accuracy** (8 minutes) - Word Dice - Ready, Set, Show - Onset/rime word reading - Wordbook pages	**Select activity for building speed** (sand timer).(8 mins) - Sound slider - Core word RAN charts - Re-read Minute stories highlight POSSuM elements.	**Assessment** (15 minutes) Timed RAN charts and Core Words Timed Minutes Stories POSSuM Assessment - Set up centers or activities for students to practice.
Ticket out the door (Reading-based)	**Ticket out the door**	**Ticket out the door**	**Ticket out the door**

Crafting Minds 2019-20

		CORE WORD INTRODUCTION ROUTINE

1.	**Introduce Core Word**	Select student to remove new core word out of treasure box. (Place only one word in treasure box.)
2.	**Begin with Meaning (MIMs)**	Remind students of Ms. MIM's tip & introduce meanings (via discussion or "deal a meaning.")
3.	**Move to Sounds & Map Letters**	**Teacher:** *How many sounds do you hear in the core word? (S*tudent segments sounds on fingers. *What says/How do we write (target sound)?* (Elicit letters to represent each sound.)
4.	**Focus on Rhyme Patterns (Jam-Slam)**	Remind students of Jam-Slam's tip. <u>Procedure for jamming together rime pattern</u> **Teacher:** *Lets jam together the rime pattern - vowel and final consonant(s) Hold up your right hand. Put the vowel on your thumb and consonant(s) on your finger. My turn first* (models vowel sound on thumb, consonants on finger and blending them together to pronounce rime pattern). *Now together (*repeat process*). Your turn (*students perform alone*).* <u>Procedure for slamming on starter</u> **Teacher:** *Our core word is not (rime pattern), so what do we need to make our word (elicit starter sound)? Hold out your left hand and put the starter sound on your thumb. My turn* (models initial/onset sound on left thumb, rime pattern on right hand and blending together). *Now together (*repeat process*). Your turn (*students perform alone*).*
5.	**Manipulatives (onset/rime cards) & chaining.**	Once all the cord words have been introduced. Put the core word cards in front of group. **Teacher:** *Here are the core word cards, use your magnifying glasses to tell me what you notice about similarities and differences* (elicit same rime pattern or starter sounds). **Teacher:** (Distribute rime pattern cards & starter sound cards.) *Let's practice building words with our starters and rime patterns* (Lead students through chaining activity.)
6.	**Writing words (either trace or dictation with rime patterns, words & sentences)**	<u>For tracing</u>, use appropriate word wordbook page. <u>For dictation</u> (starting in Unit 3). Dictate approximately - 3 word parts (starter or rime patterns), 3 words & 1-2 sentences. **Teacher** (word parts): *I am going to start by giving you sounds, for example "What says /at/?" and you will repeat the sound /at/ and write the letters for the rime pattern.* **Teacher** (single words): *The word is _____. Watch me break it into a starter and rime pattern on my fingers then write the letters. Now your turn, the word is _____ .* (Student repeats word and breaks into onset and rime.) **Teacher** (sentence): *Here is your sentence _____, please repeat it placing one word on each finger of your non-writing hand.* (Encourage breaking up words into starter and rime pattern.)

WORD WEB ACTIVITY ROUTINE	
1. **Select Core Word.**	Place cord word in the middle of the web with highlighter tape.
2. **Begin with Meanings (MIMs)**	Remind students of Ms. MIM's tip & introduces 3 meanings, tape each meaning to a corner of the web.
3. **Consider Connections (MICs)**	Remind students of Mayor MICs tip. Tell them we are going to talk about their connections to the core word.
4. **Use Question Poster to Elicit Students' Connections (Sam Sleuth)**	Remind students of Sam Sleuth, the local detective in RAVE-O town who solves mysteries by asking good questions. **Teacher**: *Let's use some of Sam Sleuth's question words* (Who, What, When, Where, How) *to learn more about our connections to the core word _____.* **(**Focus on one meaning at a time and pose the question words to students to elicit their connections. Write each connection on a small post-it surrounding the meaning and count the connections.)

MINUTE STORY ROUTINE	
1. **Review Previous Eye Spy/Sight Words.**	In RAVE-O sight words are called "eye spy" words because you recognize them immediately in a text. Share the eye spy words for a given Minute Story from the eye spy word ring. **Teacher** (presenting the word workbook page for current minute story): *Let's go down the list and read previous words.* (If student makes an error provide corrective feedback.)
2. **Introduce New Eye Spy/Sight Words.**	**Teacher**: The word is spelled _____. Have the student write the word as they say the letters. Repeat for all new eye spy words. Have students re-read list of words.
3. **Preview Text (Think Thrice)**	Remind students of the "think ahead" tip from the "Think Thrice" aliens. **A)** Make predictions about texts based on title and illustrations (as appropriate**). B)** Highlight a target concept: (i.e. letter patterns, core words, parts of speech, eye spy words, ender benders) **C)** Set a purpose for reading.
4. **Read quietly to self and then aloud as a group.**	**Individual reading**: Have students read story quietly to themselves. Work with individual students providing immediate corrective feedback. **Group reading & Comprehension**: **A)** Remind students of purpose for reading. **B)** Model syntactic phrasing (or scooping) as necessary to support prosody. **C)** Choral or individual reading. **D)** Check in on comprehension for a page, section or story as necessary – include discussion of MIMs, Ender Benders, or parts of speech.

ACCURACY ROUTINES (in addition to Word Workbook Sheets)	
Word Dice	**Ready, Set, Show**
1. **Identify lesson objective, and then ask students to take turns rolling 1 die & reading word** – Level 1: Fix rime pattern and roll starter; Level 2: Fix starter and roll rime pattern.	1. **Identify lesson objective, and then present students with corresponding manipulative** –Manipulatives include (rime, starter & ending patterns to build words; multiple meanings – pictures of definitions; or whole words – have to make additional core word or eye spy word cards)
2. **Everyone in group writes down word and sorts by real or nonsense** – Use Word Workbook charts or small post-its. *May have to independently generate rhyming or started sound words.*	2. **Present target word/definition to student and allow retrieval time.** **Teacher**: *The first word is track: ready, set, show me...track.* *(Teacher presents his/her version and offers immediate corrective feedback when necessary).*
3. **Re-read list** – Use either the Word Workbook chart or use place posts-its on top row of RAN chart (real words). Have student complete the chart. Guide them in reading chart together. (see Automaticity Routines.)	3. **Follow a chaining procedure to build words.**
4. **Generate a sentence with real words** – Students work independently or as a group to generate a sentence that includes as many real words as possible.	

Ready, Set, Show – item 3 inner table:

Level 1: **Switch Starter**	Level 2: **Switch Rime Pattern**	Level 3: **Add Ender Bender**
Ready set show - rock *Ready set show – sock* *Ready set show - tock*	*Ready set show – sock* *Ready set show – sick* *Ready set show - sam*	*Ready set show – trim* *Ready set show – trimmer* *Ready set show – trimming* *Remind Double Trouble rule and add bonus letter*

AUTOMATICITY ROUTINES	
Sound Sliders	**RAN Charts**
1. **Identify lesson objective, and distribute appropriate starter & rime pattern slips and envelope –** Level 1: Fix rime slip with paperclip and slide starter slip. Level 2: Fix starter slip with paperclip and slide rime pattern slip.	1. **Find the appropriate RAN chart for the lesson.** (RAN charts are located in Word Workbooks by unit and include core words, rime family words and eye spy Words.)
2. **Offer immediate corrective feedback** upon errors and have student back-up two words to attempt to correct error. *Use sand timer to encourage multiple readings.	2. **If working together as a group, teacher projects/displays chart and leads student through choral reading on cue.** **Teacher**: (Pointer on left side of word) *Think of the word in your head.* (Swipe underneath word). *Say the word out loud.* *Provide immediate correction.
	3. **If students performing individually, have them use a sand timer to read through multiple times before the sand runs out.**