



# What Can We Do?

# Warm Up



**Do a level-appropriate warm-up.** T and S do activity “Do As I Say”. T asks S to mime a noun, touch a body part, or act out an action verb.



## What can I do?

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## What can we do?

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If S can't complete ANY tasks, switch to a lower entry point. If S struggles with a task, stop and skip to next slide.

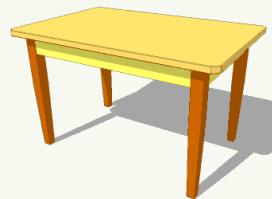
S answers in sentence fragments. (L1U4) S struggles to read the Q's and answers in complete, basic sentences. (L1U9) S reads the Q's and answers in complete sentences. (L2U1) S identifies weather & weather patterns. (L2U4) S answers in complete, compound sentences and is able to ask T questions. (L2U7)

1. at  
2. bin

3. bag  
4. jump



hand



table

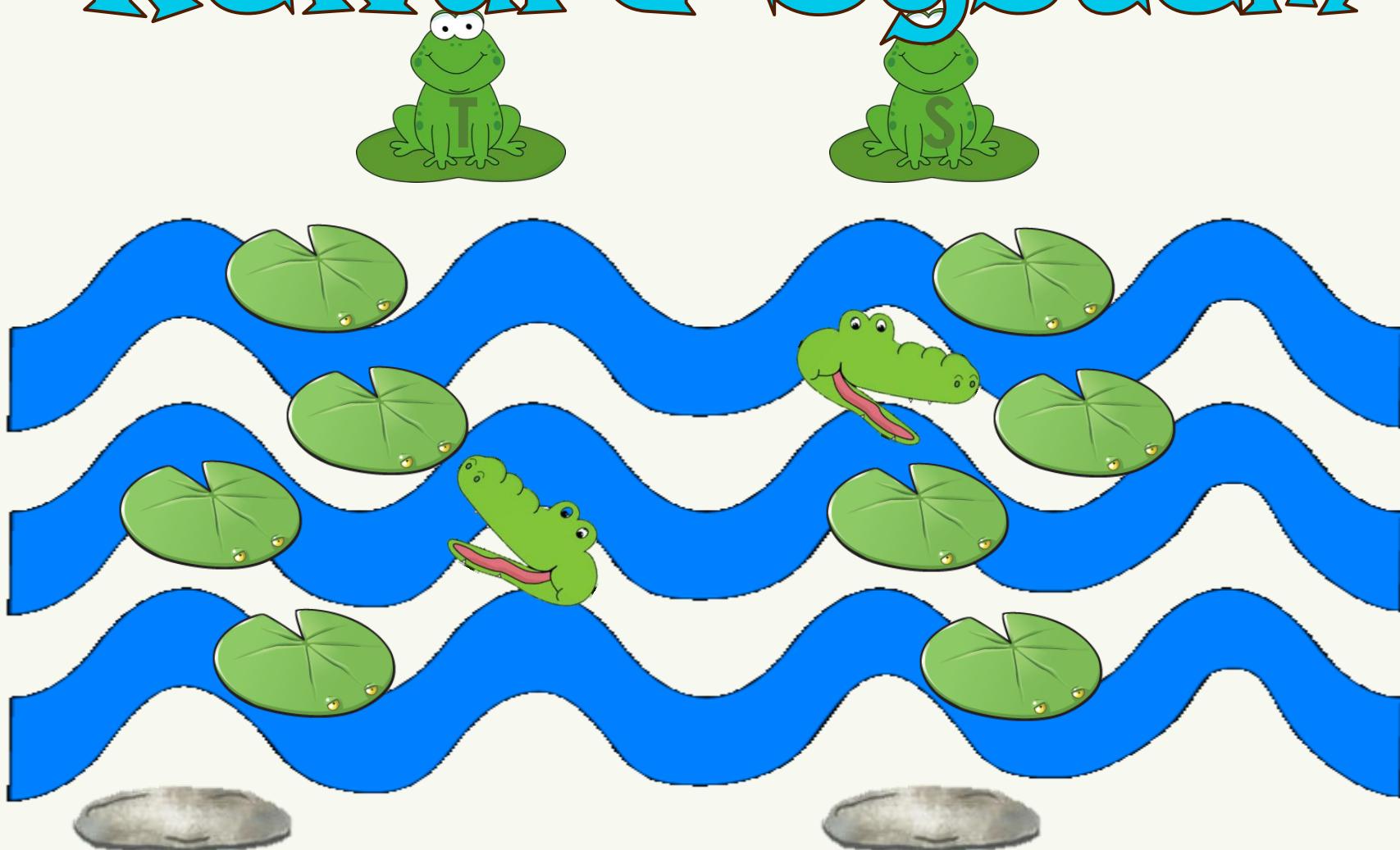


plate



If S can't complete L2U1 task, switch to a lower entry point. If most tasks were TOO easy for S, switch to a higher entry point.  
Student knows some phonics sounds but has difficulty reading 3-letter words. (L1U4) S reads CVC words fluently. (L1U9) S reads 4-letter words. (L2U1) S changes singular to plural by adding -s and uses common adjectives to describe nouns. (L2U4) S can read 5-letter words with some fluency. (L2U7)

# Reward System



This slide will appear at the end of each section when student (S) should be awarded a point. At the end of each section, reward S for excellent performance by moving forward. If S doesn't follow the classroom rules, move back a spot. At the end of the class, reward S for progress.

# Review

oo

th

c \_ \_ k

l \_ \_ k

\_ \_ is

\_ \_ en

T says a word and asks S to fill in the blanks. S repeats the word 3 times.

# Matching Fun



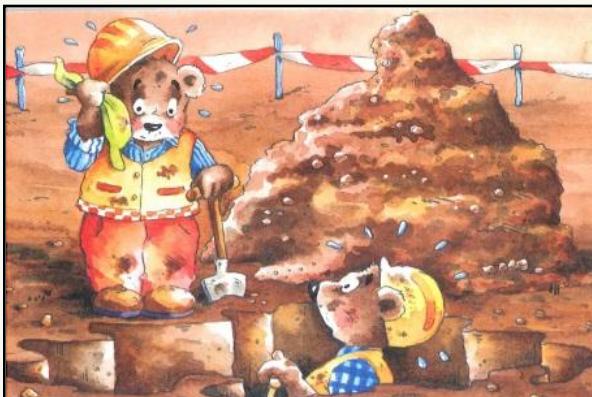
I am the dentist.



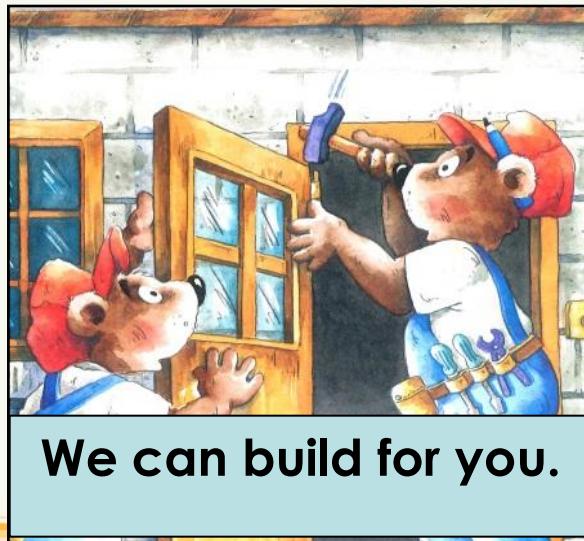
We are the diggers.



We are the builders.



We can dig for you.



We can build for you.



I have a toothbrush for you.

# Let's Begin!

wh

T teaches the sound. S repeats several times.

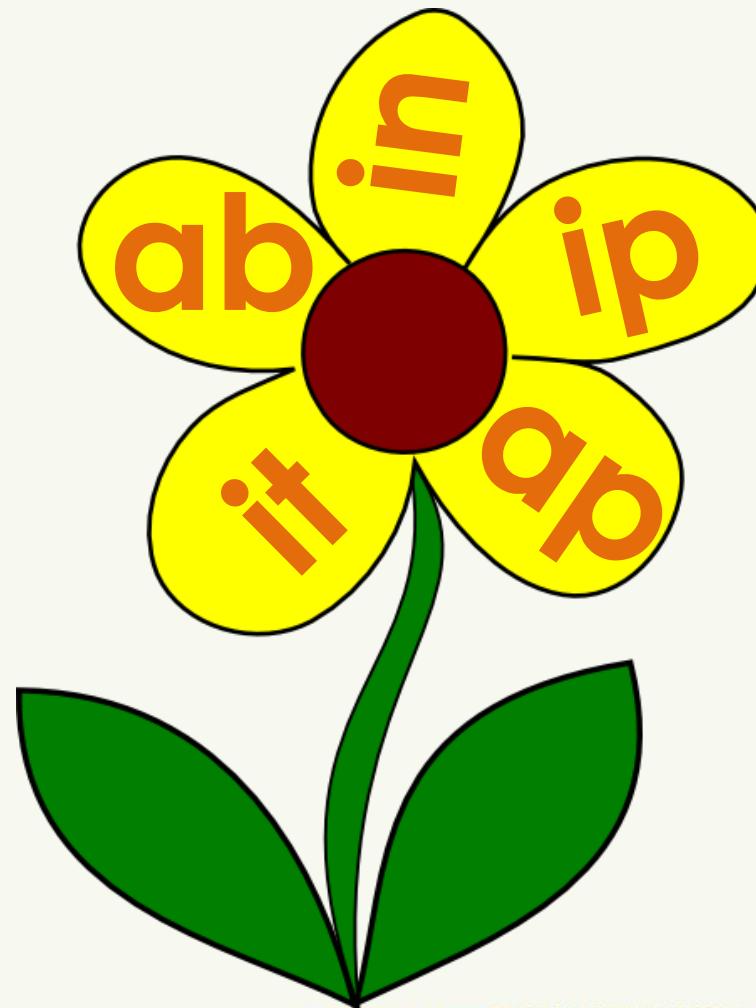
why

what

whip

T asks S to try to read the words based on what they have already learnt. S underlines the letters that all three words share.

# Phonics Fun

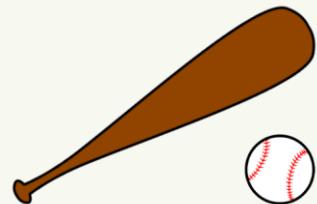


The bee flies to each petal. T blends the words using the initial sound written on the bee and the final sounds on each petal.

# Sight Word



T teaches the word. S reads several times.



# baseball



# hit



# beach



# play



# snow



# sled

After teaching all the words, T describes one word with a simple sentence or words and asks S to guess which word it is.

Fantasy

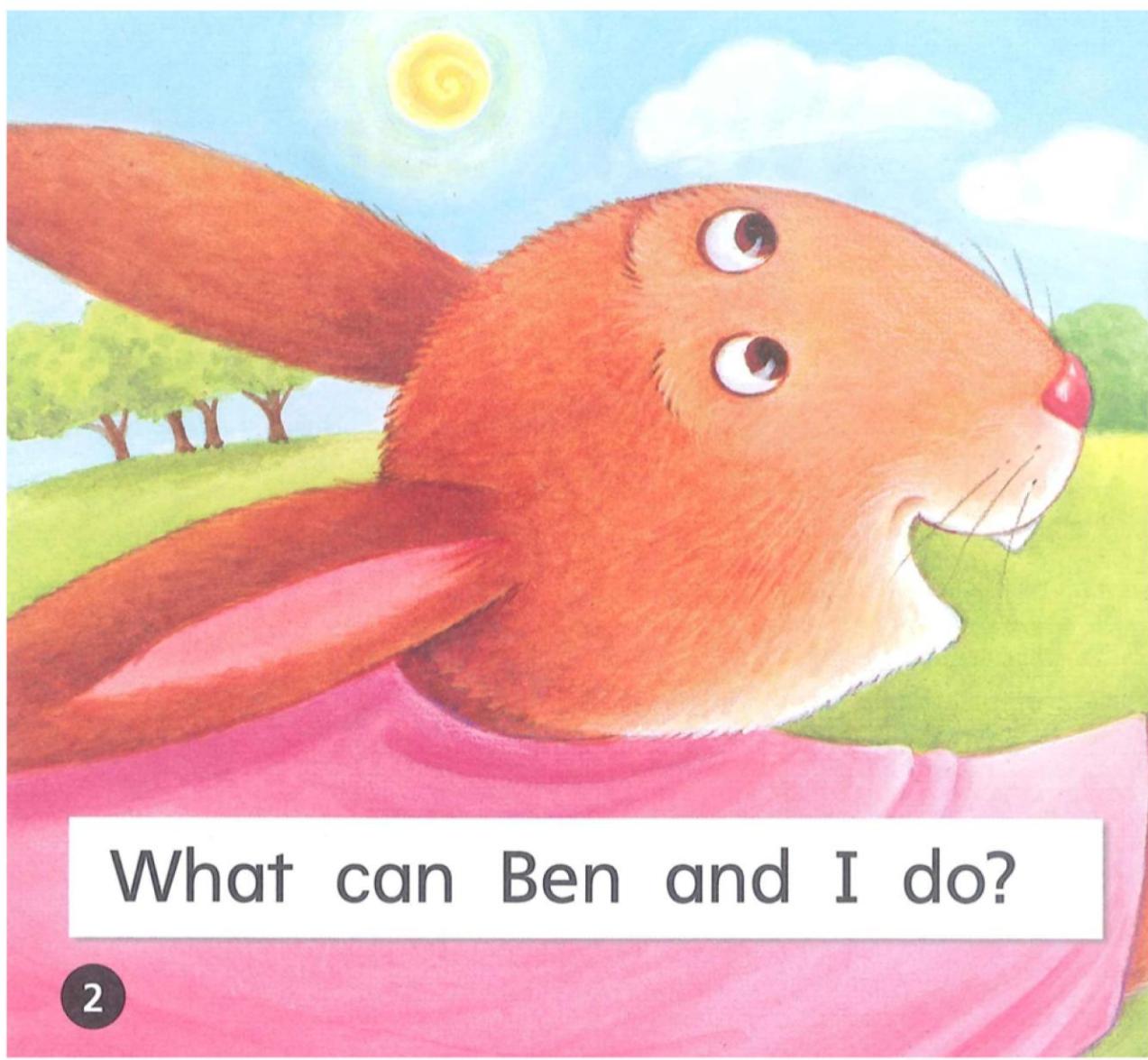
# What Can We Do?

by Dean August

illustrated by Kathi Ember

**Macmillan/McGraw-Hill**

T asks the S to predict the topic of the book using the pictures. S identifies the person who wrote the book (author) and the person who drew the pictures (illustrator.).



What can Ben and I do?



# Story Retelling



T asks S to retell the two pages of the story.

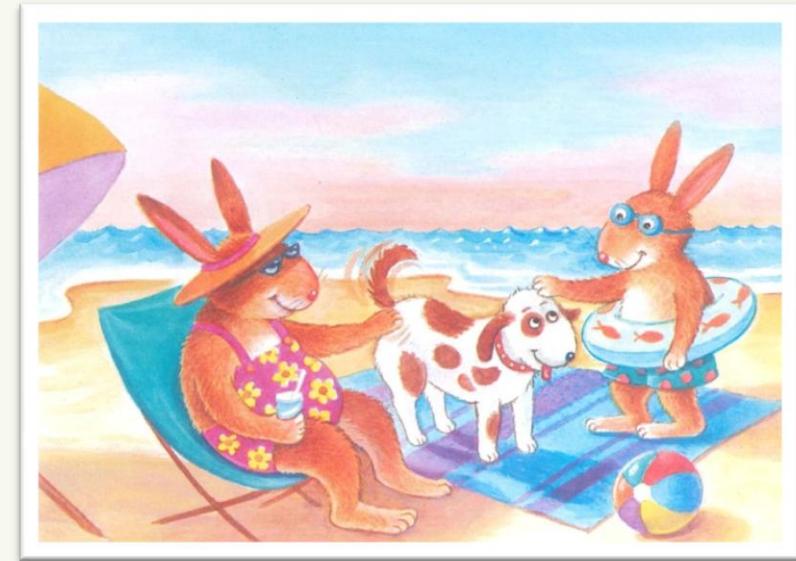


What can Mom and I do?



We can do this.

# Story Retelling



T tasks S to retell the two pages of the story.



What can Deb and I do?



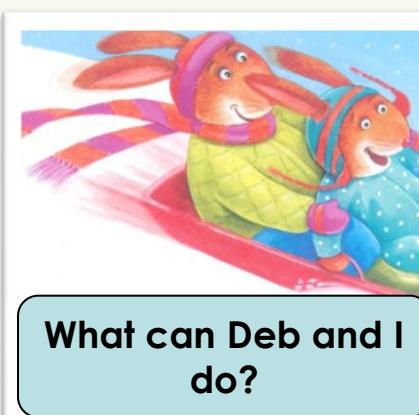
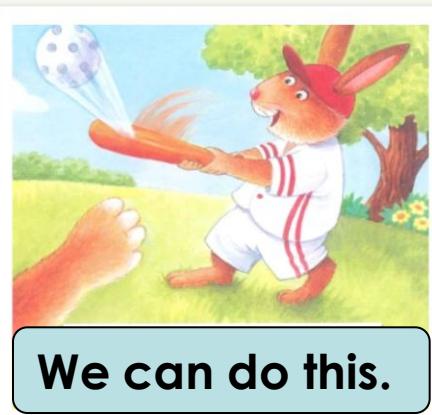
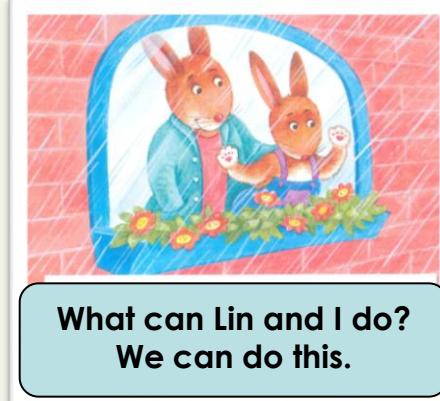
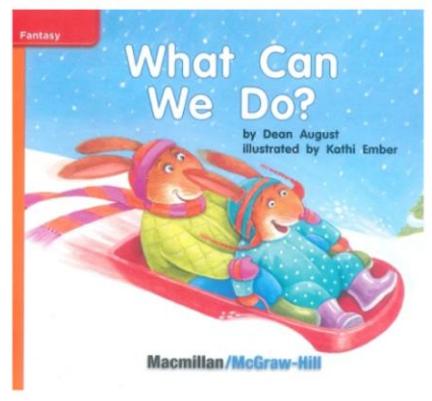
We can do this.



What can Lin and I do?  
We can do this.

8

# Story Sequencing



T asks S to sequence the story pages.

# Word Hunting

What can Ben and I do?  
We can do this.



What can Mom and I do?  
We can do this.



What can Deb and I do?  
We can do this.



What can Lin and I do?  
We can do this.

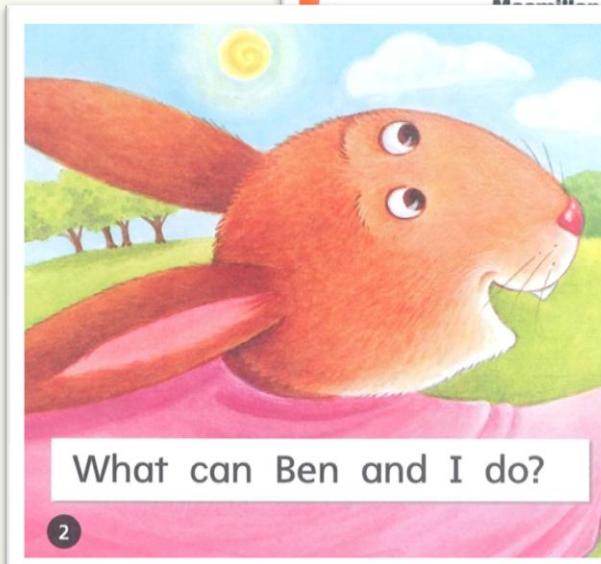
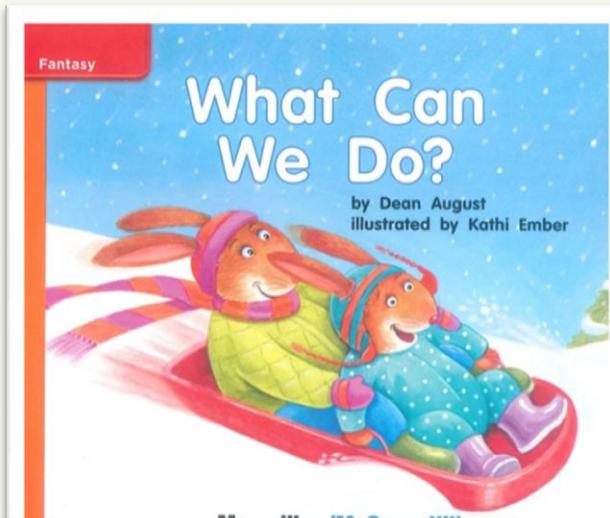


T asks S to find out the sight word “do” and phonics words beginning with the blend “wh”.



Activity Time

# Skip “Do”



T asks S to read the story. When they meet “do”, they should skip it silently.



What can Mom and I do?

4



We can do this.

5



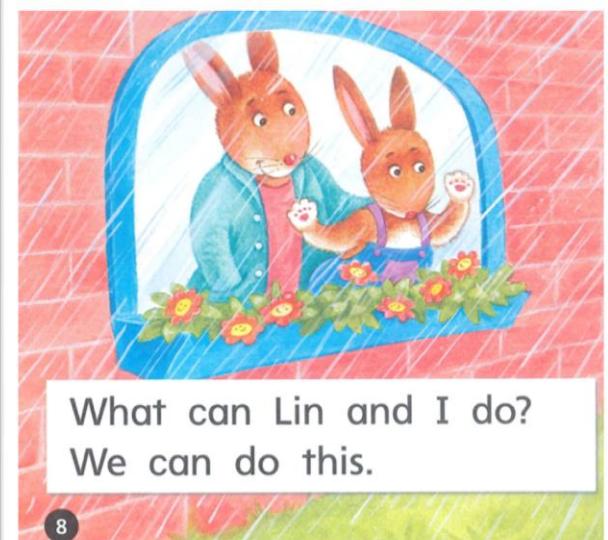
What can Deb and I do?

6



We can do this.

7



What can Lin and I do?  
We can do this.

8

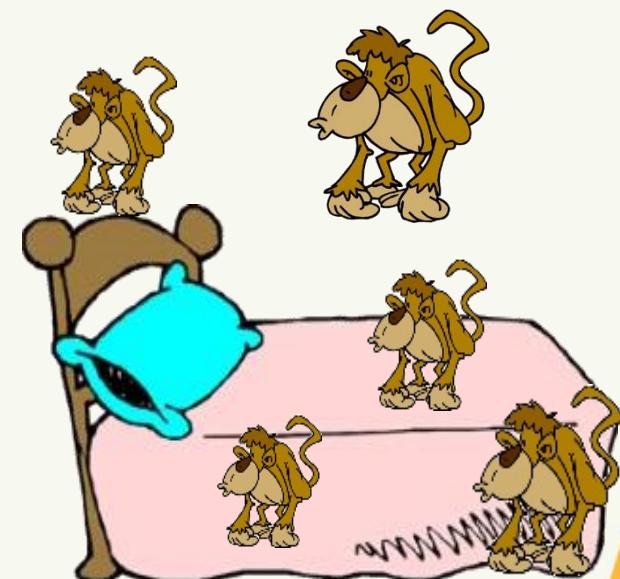


T uses target vocabulary and sentence patterns to have a conversation with the student about the picture. Discuss the picture to extend learning.

# Goodbye Song

## Five Little Monkeys

Five little monkeys jumping on the bed.  
One fell off and bumped his head.  
So Momma called the doctor and the  
doctor said,  
“No more monkeys jumping on the bed!”



Four little monkeys jumping on the bed.  
One fell off and bumped his head.  
So Momma called the doctor and the  
doctor said,  
“No more monkeys jumping on the bed!”

\*\*Continue until there are no monkeys, or as time permits\*\*

# Goodbye

# VIP

# KID

