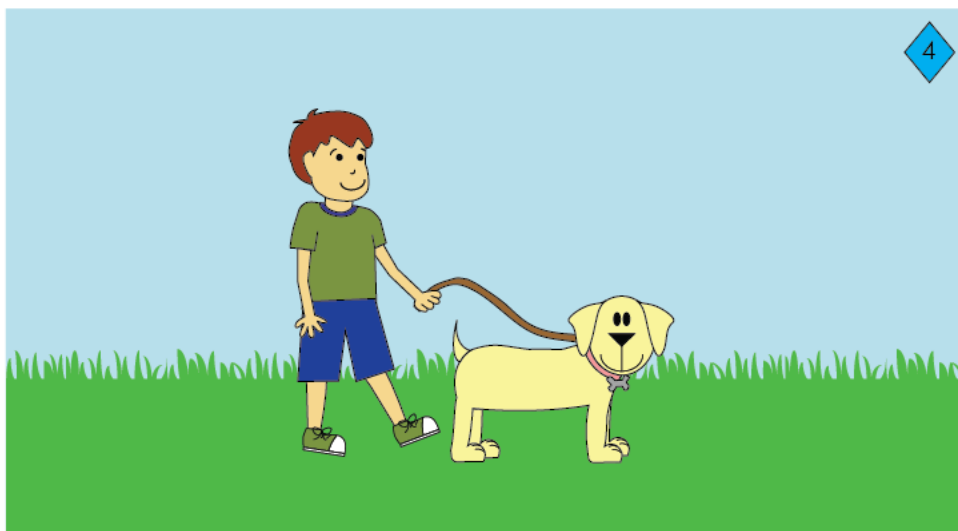


Sam and Jazz Take a Walk Teacher's Guide



Sam and Jazz Take a Walk

Written by Jill Allor, Francesca Jones, and Ashley Sandoval
Illustrated by Jennifer Cheatham

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Target Read It Words

good	there
help	to
play	was

Target Sound It Out Words

am	dad
and	mad
at	sad
can	

Lesson A Warm-Up

Say the Word: Sam, dog, mad, Jazz

1. Teacher: I will say the sounds in a word. Then you will say the word. I'll do the first one. **Listen.** /sss/aaa/mmm/ (Stretch the word by connecting the sounds as you say it slowly. Hold continuous sounds 2-3 seconds. Say the stop sounds quickly. Allow think time.) **That word is Sam. Say the word.**

Students: (Sam)

2. Teacher: **Listen.** /d/ooo/g/ **Say the word.**

Students: (Say the word.)

Repeat Step 2 with /mmm/aaa/d/ and /j/aaa/zzz/.

Corrective Feedback & Scaffolding

If students do not respond correctly, go through the steps below, starting with Step 1 and stopping when students are able to respond correctly.

1. Say the word slowly. Stretch continuous sounds 2-3 seconds and connect the sounds.
2. Gradually shorten the length of continuous sounds.
3. Provide the word and have students repeat it.

Say the Sounds: mad, dog, Sam, Jazz

1. Teacher: I will say a word. Then you will say each sound in the word, one at a time. The first word is *mad*. **Listen to me say the sounds.** /mmm/aaa/d/ (Model stretching the word by connecting the sounds as you say the word slowly. Hold continuous sounds 2-3 seconds. Say stop sounds quickly.) **Say the sounds with me.**

Teacher and Students: (Say each sound, holding up one finger at a time.)

2. Teacher: **Listen. Dog. Say the sounds.**

Students: (Say the sounds.)

Repeat Step 2 with *Sam* and *Jazz*.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Say the sounds, holding continuous sounds and saying stop sounds quickly.

We: Say it with me. Students say the sounds with you.

You: Your turn. Students say the sounds independently.

Say the Letter-Sound

1. Teacher: When I touch the letter(s), say the letter-sound. Remember to say the sound for as long as I touch it.

2. Teacher: Say the letter-sound. (Touch the letter(s), holding your finger on the letter(s) for 2-3 seconds for a continuous sound or tapping the letter(s) quickly for a stop sound.)

Students: (Say the sound, stretching continuous sounds for 2-3 seconds and saying stop sounds quickly.)

Repeat Step 2 with all of the letters.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Say the sound for the students.

We: Say it with me. Students say the sound with you.

You: Your turn. Students say the sound independently.

Repeat the row.

Sound It Out

1. Teacher: You're going to say the sounds in a word and then say the word.

Listen as I sound it out. (Point and say the sounds for the letter(s). Connect the sounds as you say the sounds. Hold continuous sounds for 2-3 seconds. Say stop sounds quickly. Then say the word.)

2. Teacher: (Point to letters of next word.) **Sound it out.**

Students: (Say each sound as you point to the letter, then say the word.)

Repeat Step 2 with all of the words.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Sound it out.

We: Read it with me. Students sound it out with you.

You: Your turn. Students sound it independently.

Repeat the row.

Read It

1. Teacher: Look at each word when I point to it. Read it when I tap it.

2. Teacher: (Point to the first word.) **Read it.** (Tap the first word.)

Students: (Read word.)

Repeat Step 2 with all of the words.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Read the word for the students.

We: Read it with me. Students read the word with you.

You: Your turn. Students read the word independently.

Repeat the row.

Warm-Up				
Say the Letter-Sound				
r	a	z	k	l
Sound It Out				
mad	Jazz	can	at	am
Read It				
was	to	good	there	are




Lesson A Book: Predict and Read



Teacher: We are going to read a new book. (Point to the title on the student book.) **The title is Sam and Jazz Take a Walk. Look at the picture. What do you think this book is about?**

Students: (Say what they think the book is about.)

Teacher: Now let's look through the book and see if we can predict what happens. (Go through the book, page by page. Look at the pictures and discuss predictions.)

good	Read It help	play
there	to	was
Sound It Out		
am	and	at
can	mad	
Picture Words		
dog	dogs	scared
		
Story Starter		
This is a story about a boy who takes his dog on a walk.		

Teacher: I'll read these word lists to you. You will read these words in the story. If there is a picture that you don't know, be sure to tell me when I read it.

Read the lists and story starter to the students. Be sure the students know what the pictures are for the Picture Words.

Teacher: Now let's read the story and see if our predictions are right. I'll read my part. Then you will read your part. Let's read.

Read all of the story.

Use the feedback below if students make a mistake while reading the book.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

Sound It Out Words

Teacher: Sound it out. (If students can sound out the word, have them read the word and start the sentence again. If students struggle, continue scaffolding.)

I: Listen. Sound it out for the students.

We: Read it with me. Students sound it out with you.

You: Your turn. Students sound it out independently.

Repeat the sentence.

Read It Words

I: Listen. Read the word for the students.

We: Read it with me. Students read the word with you.

You: Your turn. Students read the word independently.

Repeat the sentence.

Teacher Tip: If needed, consider using Echo Reading (i.e., teacher models and student repeats) for difficult sentences or pages. Only use Echo Reading as needed.

Lesson A Learning Game



Directions for Learning Games are with each game. At the end of each day's lesson, there is a specific recommended Learning Game. These games were selected to ensure that multiple areas of literacy development are addressed across a week. However, you may prefer to substitute other games that target skills needing extra reinforcement. For example, if your students are struggling with sight words and you have been in the same level for several weeks, you may want to select Learning Games that focus on the target sight words. See the Scope and Sequence in the *Implementation and Assessment Guide*, as it lists activities and objectives.

Amazing Words is the recommended Learning Game for Lesson A, but you may prefer to substitute other games that target skills needing extra reinforcement.

Lesson B Warm-Up

Say the Word: mad, dog, Sam, Jazz

1. Teacher: I will say the sounds in a word. Then you will say the word. I'll do the first one. **Listen.** /mmm/aaa/d/ (Stretch the word by connecting the sounds as you say it slowly. Hold continuous sounds 2-3 seconds. Say the stop sounds quickly. Allow think time.) **That word is mad. Say the word.**

Students: (mad)

2. Teacher: **Listen.** /d/ooo/g/ **Say the word.**

Students: (Say the word.)

Repeat Step 2 with /sss/aaa/mmm/ and /j/aaa/zzz/.

Corrective Feedback & Scaffolding

If students do not respond correctly, go through the steps below, starting with Step 1 and stopping when students are able to respond correctly.

1. Say the word slowly. Stretch continuous sounds 2-3 seconds and connect the sounds.
2. Gradually shorten the length of continuous sounds.
3. Provide the word and have students repeat it.

Say the Sounds: Sam, dog, mad, Jazz

1. Teacher: I will say a word. Then you will say each sound in the word, one at a time. The first word is Sam. Listen to me say the sounds. /sss/aaa/mmm/ (Model stretching the word by connecting the sounds as you say the word slowly. Hold continuous sounds 2-3 seconds. Say stop sounds quickly.) **Say the sounds with me.**

Teacher and Students: (Say each sound, holding up one finger at a time.)

2. Teacher: **Listen. Dog. Say the sounds.**

Students: (Say the sounds.)

Repeat Step 2 with *mad* and *Jazz*.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Say the sounds, holding continuous sounds and saying stop sounds quickly.

We: Say it with me. Students say the sounds with you.

You: Your turn. Students say the sounds independently.

Say the Letter-Sound

1. Teacher: When I touch the letter(s), say the letter-sound. Remember to say the sound for as long as I touch it.

2. Teacher: Say the letter-sound. (Touch the letter(s), holding your finger on the letter(s) for 2-3 seconds for a continuous sound or tapping the letter(s) quickly for a stop sound.)

Students: (Say the sound, stretching continuous sounds for 2-3 seconds and saying stop sounds quickly.)

Repeat Step 2 with all of the letters.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Say the sound for the students.

We: Say it with me. Students say the sound with you.

You: Your turn. Students say the sound independently.

Repeat the row.

Sound It Out

1. Teacher: You're going to say the sounds in a word and then say the word.

Listen as I sound it out. (Point and say the sounds for the letter(s). Connect the sounds as you say the sounds. Hold continuous sounds for 2-3 seconds. Say stop sounds quickly. Then say the word.)

2. Teacher: (Point to letters of next word.) **Sound it out.**

Students: (Say each sound as you point to the letter, then say the word.)

Repeat Step 2 with all of the words.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Sound it out.

We: Read it with me. Students sound it out with you.

You: Your turn. Students sound it independently.

Repeat the row.

Read It

1. Teacher: Look at each word when I point to it. Read it when I tap it.

2. Teacher: (Point to the first word.) **Read it.** (Tap the first word.)

Students: (Read word.)

Repeat Step 2 with all of the words.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Read the word for the students.

We: Read it with me. Students read the word with you.

You: Your turn. Students read the word

independently.

Repeat the row.

Warm-Up				
Say the Letter-Sound				
c	k	ck	a	j
Sound It Out				
mad	can	at	dad	Jazz
Read It				
in	play	to	help	there

Lesson B Book: Read and Discuss




Use this guide to direct discussion and enhance student engagement. Select 1-2 questions per page based on student ability. Questions increase in difficulty as the question “steps” and numbers increase, with the highest step (#3) being the most difficult.

If needed, Echo Read with the student for the student text.



1

Read the title.

good	Read It help	play
there	to	was
Sound It Out and		
am	at	
can	mad	
Picture Words		
dog	dogs	scared
		
Story Starter		
This is a story about a boy who takes his dog on a walk.		

2

Read the word list to the students. Make sure the students know what the pictures are.

Optional: Have the students point to the words as you read.

Read the Story Starter.



3

3

Why do you think Sam and Jazz are so happy?
Have you been on a walk in a park?

2

Sam thought that it was a beautiful _____. (day)
How can you tell that it was a beautiful day?

1

What color are Sam's shoes?
What are Sam and Jazz standing on? (grass)



4

3

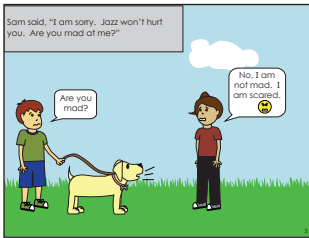
Why does the girl say, "Help!"?
Do you know anyone who feels afraid of dogs?

2

Jazz barked at the _____. (girl) Why do you think Jazz is barking at the girl?

1

What is Jazz wearing around her neck? (collar)
What is Sam holding in his hand? (leash) What is a leash?



5

3

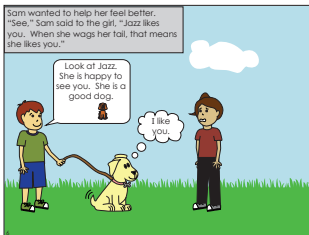
Why does Sam ask the girl if she is mad? What are some things that make you mad/scared?

2

Sam says he is _____. (sorry) Why do you think Sam is sorry?

1

What color is the sky? (blue)



6

3

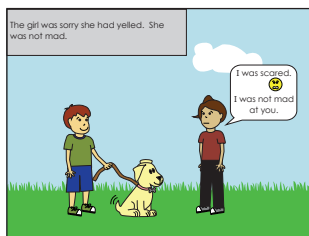
Why did Sam want to help the girl? How can you help people when they are scared or mad?

2

The girl looks _____. (mad/scared)
What do you think Sam should do next?

1

What color is the grass? (green)
What is Sam wearing? (green shirt and blue shorts)



7

3

Why was the girl sorry she had yelled?

2

The girl says she was _____. (scared)
Why do you think the girl was scared?

1

What color are the girls' pants? (black)



8

3

How did the girl's feelings change in the story? Tell me about a time you changed your mind about something.

2

The girl wants to _____. (play)
Why do you think Sam looks happy now?

1

What is this? (cloud) Look at the faces on Sam, Jazz, and the girl. What are they all doing? (smiling)

Learning Game



I Got It is the recommended Learning Game for Lesson B; this is an important game because it provides engaging practice sounding out words in context. We do not recommend substituting this with a different game.

Lesson C Warm-Up

Say the Word: dog, Jazz, Sam, mad

1. Teacher: I will say the sounds in a word. Then you will say the word. I'll do the first one. Listen. /d/ooo/g/ (Stretch the word by connecting the sounds as you say it slowly. Hold continuous sounds 2-3 seconds. Say the stop sounds quickly. Allow think time.) **That word is dog. Say the word.**

Students: (dog)

2. Teacher: Listen. /j/aaa/zzz/ Say the word.

Students: (Say the word.)

Repeat Step 2 with /sss/aaa/mmm/ and /mmm/aaa/d/.

Corrective Feedback & Scaffolding

If students do not respond correctly, go through the steps below, starting with Step 1 and stopping when students are able to respond correctly.

1. Say the word slowly. Stretch continuous sounds 2-3 seconds and connect the sounds.
2. Gradually shorten the length of continuous sounds.
3. Provide the word and have students repeat it.

Say the Sounds: Sam, Jazz, mad, dog

1. Teacher: I will say a word. Then you will say each sound in the word, one at a time. The first word is Sam. Listen to me say the sounds. /sss/aaa/mmm/ (Model stretching the word by connecting the sounds as you say the word slowly. Hold continuous sounds 2-3 seconds. Say stop sounds quickly.) **Say the sounds with me.**

Teacher and Students: (Say each sound, holding up one finger at a time.)

2. Teacher: Listen. Jazz. Say the sounds.

Students: (Say the sounds.)

Repeat Step 2 with *mad* and *dog*.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Say the sounds, holding continuous sounds and saying stop sounds quickly.

We: Say it with me. Students say the sounds with you.

You: Your turn. Students say the sounds independently.

Say the Letter-Sound

1. Teacher: When I touch the letter(s), say the letter-sound. Remember to say the sound for as long as I touch it.

2. Teacher: Say the letter-sound. (Touch the letter(s), holding your finger on the letter(s) for 2-3 seconds for a continuous sound or tapping the letter(s) quickly for a stop sound.)

Students: (Say the sound, stretching continuous sounds for 2-3 seconds and saying stop sounds quickly.)

Repeat Step 2 with all of the letters.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Say the sound for the students.

We: Say it with me. Students say the sound with you.

You: Your turn. Students say the sound independently.

Repeat the row.

Sound It Out

1. Teacher: You're going to say the sounds in a word and then say the word.

Listen as I sound it out. (Point and say the sounds for the letter(s). Connect the sounds as you say the sounds. Hold continuous sounds for 2-3 seconds. Say stop sounds quickly. Then say the word.)

2. Teacher: (Point to letters of next word.) **Sound it out.**

Students: (Say each sound as you point to the letter, then say the word.)

Repeat Step 2 with all of the words.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Sound it out.

We: Read it with me. Students sound it out with you.

You: Your turn. Students sound it independently.

Repeat the row.

Read It

1. Teacher: Look at each word when I point to it. Read it when I tap it.

2. Teacher: (Point to the first word.) **Read it.** (Tap the first word.)

Students: (Read word.)

Repeat Step 2 with all of the words.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Read the word for the students.

We: Read it with me. Students read the word with you.

You: Your turn. Students read the word independently.

Repeat the row.

Warm-Up				
Say the Letter-Sound				
c	r	k	a	ck
Sound It Out				
am	mad	can	Jazz	at
Read It				
there	to	play	she	good

Lesson C Book: Read and Discuss

Use this guide to direct discussion and enhance student engagement. Select 1-2 questions per page based on student ability. Questions increase in difficulty as the question “steps” and numbers increase, with the highest step (#3) being the most difficult.

If needed, Echo Read with the student for the student text.



1

Read the title.

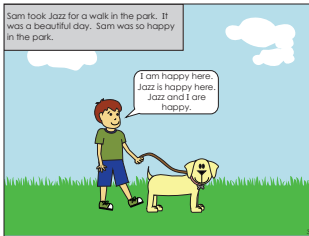
good	Read It	play
there	help	was
Sound It Out		
am	and	at
can	mad	
Picture Words		
dog	dogs	scared
Story Starter		
This is a story about a boy who takes his dog on a walk.		

2

Read the word list to the students. Make sure the students know what the pictures are.

Optional: Have the students point to the words as you read.

Read the Story Starter.



3

3

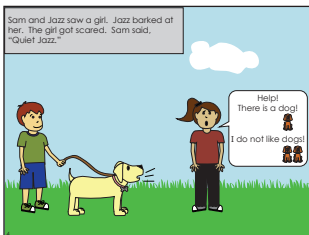
Why do you think Sam and Jazz are so happy?
Have you been on a walk in a park?

2

Sam thought that it was a beautiful _____. (day)
How can you tell that it was a beautiful day?

1

What color are Sam's shoes?
What are Sam and Jazz standing on? (grass)



4

3

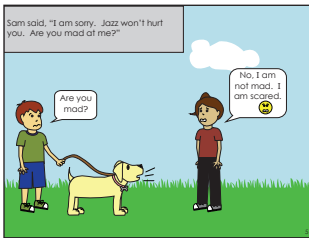
Why does the girl say, "Help!"?
Do you know anyone who feels afraid of dogs?

2

Jazz barked at the _____. (girl) Why do you think Jazz is barking at the girl?

1

What is Jazz wearing around her neck? (collar)
What is Sam holding in his hand? (leash) What is a leash?



5

3

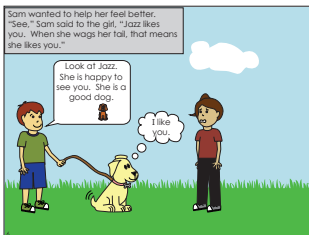
Why does Sam ask the girl if she is mad? What are some things that make you mad/scared?

2

Sam says he is _____. (sorry) Why do you think Sam is sorry?

1

What color is the sky? (blue)



6

3

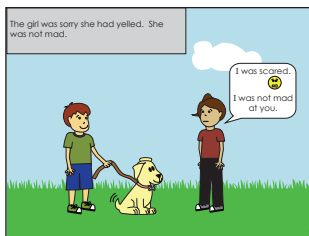
Why did Sam want to help the girl? How can you help people when they are scared or mad?

2

The girl looks _____. (mad/scared)
What do you think Sam should do next?

1

What color is the grass? (green)
What is Sam wearing? (green shirt and blue shorts)



7

3

Why was the girl sorry she had yelled?

2

The girl says she was _____. (scared)
Why do you think the girl was scared?

1

What color are the girls' pants? (black)



8

3

How did the girl's feelings change in the story? Tell me about a time you changed your mind about something.

2

The girl wants to _____. (play)
Why do you think Sam looks happy now?

1

What is this? (cloud) Look at the faces on Sam, Jazz, and the girl. What are they all doing? (smiling)

Learning Game



Super Sentences is the recommended Learning Game for Lesson C, but you may prefer to substitute other games that target skills needing extra reinforcement.

Lesson D Warm-Up

Say the Word: Jazz, mad, dog, Sam

1. Teacher: I will say the sounds in a word. Then you will say the word. I'll do the first one. **Listen.** /j/aaa/zzz/ (Stretch the word by connecting the sounds as you say it slowly. Hold continuous sounds 2-3 seconds. Say the stop sounds quickly. Allow think time.) **That word is Jazz. Say the word.**

Students: (Jazz)

2. Teacher: **Listen.** /mmm/aaa/d/ **Say the word.**

Students: (Say the word.)

Repeat Step 2 with /d/ooo/g/ and /sss/aaa/mmm/.

Corrective Feedback & Scaffolding

If students do not respond correctly, go through the steps below, starting with Step 1 and stopping when students are able to respond correctly.

1. Say the word slowly. Stretch continuous sounds 2-3 seconds and connect the sounds.
2. Gradually shorten the length of continuous sounds.
3. Provide the word and have students repeat it.

Say the Sounds: Sam, Jazz, dog, mad

1. Teacher: I will say a word. Then you will say each sound in the word, one at a time. The first word is Sam. **Listen to me say the sounds.** /sss/aaa/mmm/ (Model stretching the word by connecting the sounds as you say the word slowly. Hold continuous sounds 2-3 seconds. Say stop sounds quickly.) **Say the sounds with me.**

Teacher and Students: (Say each sound, holding up one finger at a time.)

2. Teacher: **Listen. Jazz. Say the sounds.**

Students: (Say the sounds.)

Repeat Step 2 with dog and mad.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Say the sounds, holding continuous sounds and saying stop sounds quickly.

We: Say it with me. Students say the sounds with you.

You: Your turn. Students say the sounds independently.

Say the Letter-Sound

1. Teacher: When I touch the letter(s), say the letter-sound. Remember to say the sound for as long as I touch it.

2. Teacher: Say the letter-sound. (Touch the letter(s), holding your finger on the letter(s) for 2-3 seconds for a continuous sound or tapping the letter(s) quickly for a stop sound.)

Students: (Say the sound, stretching continuous sounds for 2-3 seconds and saying stop sounds quickly.)

Repeat Step 2 with all of the letters.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Say the sound for the students.

We: Say it with me. Students say the sound with you.

You: Your turn. Students say the sound independently.

Repeat the row.

Sound It Out

1. Teacher: You're going to say the sounds in a word and then say the word.

Listen as I sound it out. (Point and say the sounds for the letter(s). Connect the sounds as you say the sounds. Hold continuous sounds for 2-3 seconds. Say stop sounds quickly. Then say the word.)

2. Teacher: (Point to letters of next word.) **Sound it out.**

Students: (Say each sound as you point to the letter, then say the word.)

Repeat Step 2 with all of the words.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Sound it out.

We: Read it with me. Students sound it out with you.

You: Your turn. Students sound it independently.

Repeat the row.

Read It

1. Teacher: Look at each word when I point to it. Read it when I tap it.

2. Teacher: (Point to the first word.) **Read it.** (Tap the first word.)

Students: (Read word.)

Repeat Step 2 with all of the words.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: Listen. Read the word for the students.

We: Read it with me. Students read the word with you.

You: Your turn. Students read the word independently.

Repeat the row.



Warm-Up				
Say the Letter-Sound				
c	a	k	j	z
Sound It Out				
and	dad	mad	can	at
Read It				
good	happy	there	was	to




Lesson D Book: Read and Review







Have the students read the story straight through.

Complete the Story Grammar graphic organizer. Discuss the parts of the story.

*If desired, make a copy of the graphic organizer and write down student responses.

 **STORY GRAMMAR** 

 Listen to me read the title of each box. Each of these is a part of the story.
 Think about the book.
 Tell me about that part of the book. Look at the pictures to help you remember.

<p style="text-align: center;"> CHARACTERS </p> <p style="text-align: center;">Who the Story is About</p> 	<p style="text-align: center;"> PLOT </p> <p style="text-align: center;">What Happens in the Story</p>
<p style="text-align: center;"> SETTING </p> <p style="text-align: center;">When and Where the Story Takes Place</p> 	

Learning Game



Scavenger Hunt is the recommended Learning Game for Lesson D, but you may prefer to substitute other games that target skills needing extra reinforcement. You may also want to add your own clues to this game to provide extra reinforcement of specific skills.

Lesson E Reinforcement and Assessment

Review this week's lessons and determine which skills your students need to improve upon most. Select games/activities for today that address these skills and use this day to practice those skills. See the Scope and Sequence in the *Implementation and Assessment Guide*, as it lists activities and objectives.

If you prefer, you may also choose to move on to the next book instead of using Lesson E to provide additional practice.

Remember that all books in the same level are designed to be at the same difficulty level and target the same words.

Remember that the decision to move on to the next level is based on whether or not your students can read most of the target words within 2-3 seconds per word; however, the target Sound It Out words introduced in Levels 4-5 do not need to be mastered until Level 6. All skills are reviewed in upcoming lessons and gradually increase in difficulty.