

Scope and Sequence: Level Three

Objective	Activity	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
1. Read sight words using time-delay instruction	Flashcard Game	want, he, is, boy	want, he, is, boy	want, he, is, boy	want, he, is, boy	want, he, is, boy
2. Point to sight words to complete sentences	Flashcard Game	I really <u>want</u> a dog. <u>He</u> is <u>going</u> to the pet store. Moe <u>is</u> excited. The <u>boy</u> wants a snake.	I <u>want</u> a bird. Moe doesn't know which pet <u>he</u> wants. The rabbit <u>is</u> soft. The <u>boy</u> found a turtle.	How much do you <u>want</u> ? First <u>he</u> saw a dog. Moe <u>is</u> a frog. Jason is a <u>boy</u> .	I <u>want</u> a cat. <u>He</u> can swim. Where <u>is</u> my book? I like that <u>boy</u> .	I don't <u>want</u> to play. <u>He</u> is <u>going</u> to school. She <u>is</u> going to the park. That <u>boy</u> can <u>sing</u> .
3. Point to text as it is read	Pointing to Words	Read "Moe Wants a Pet." Students point to text in lines 1–3.	Read "Moe Wants a Pet." Students point to text in lines 6–8.	Read "Moe Gets a Pet." Students point to text in lines 1–3.	Read "Moe Gets a Pet." Students point to text in lines 6–9.	Read "Moe Wants a Pet." Read "Moe Gets a Pet." Students point to text in lines 8–11 in "Moe Gets a Pet."
4. Say and/or point to a word to complete a repeated story line (Note that Level Three phases out highlighting of words)	Hidden Words	Repeated word: pet	Repeated word: dog	Repeated word: dog	Repeated word: cat	Repeated word: one

Scope and Sequence: Level Three—Continued

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5. Respond to literal questions about a story	Answering Questions	<p>“Moe Wants a Pet” After viewing the cover: What do you think this story is going to be about? Line 1: Who is excited? Line 2: What kind of store is Moe going to? Line 6: What pet could Moe get?</p>	<p>“Moe Wants a Pet” Line 1: How does Moe feel? Line 2: How many pets can Moe get? Line 9: Does Moe want a cat, a dog, or a goat? After reading the entire story: What was the story about?</p>	<p>“Moe Gets a Pet” After viewing the cover: What do you think this story is going to be about? Line 1: Where did Moe go? Line 3: What did Moe see first? Line 10: What pet did Moe get?</p>	<p>“Moe Gets a Pet” Line 3: What was the dog sitting on? Line 5: Who could only get one pet? Line 8: How many pets could Moe get? After reading the entire story: What was the story about?</p>	<p>“Moe Wants a Pet” Line 2: Who is going to the pet store? Line 7: What pet does Moe want?</p> <p>“Moe Gets a Pet” Line 9: How many pets can Moe get? Line 10: What kind of pet did Moe get?</p>
6. Demonstrate understanding of syllable segmentation by clapping out syllables in words	Chunking Words	<p>2–3 syllables: hamburger (3) happy jumping student’s name</p>	<p>1–3 syllables: hamburger (3) excited (3) Moe student’s name</p>	<p>2–4 syllables: excited (3) jumping pizza television (4)</p>	<p>2–4 syllables: hamburger (3) incredible (4) Moe student’s name</p>	<p>2–4 syllables: happy excited television (4) teacher’s name</p>
7. Demonstrate understanding of phoneme segmentation by tapping out sounds in CVC words	Tapping Out Sounds					
8. Identify letter-sound correspondences	Letter Sounds Game	/r/, /s/, /a/, /m/	/r/, /s/, /a/, /m/	/t/, /r/, /s/, /a/, /m/	/t/, /r/, /s/, /a/, /m/	/t/, /r/, /s/, /a/, /m/

Scope and Sequence: Level Three—Continued

Objective	Activity	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
9. Point to and/or say the first/last sounds in words	First/Last Sound Game	sam, sat, tam, mat, rat	am, ram, mat, sat, tat	sat, rat, am, at, tat	mat, ram, sat, tam, at	sat, ran, mat, am, tam
10. Identify pictures that begin/end with given sounds	Finding Pictures with Special Sounds	sad, apple, milk, rose	rabbit, apple, man, soap	saw, tent, rake, mop	tooth, ring, man, ant	sun, rain, teeth, apple
11. Point to sounds in words	Stretching Words					
12. Blend sounds to identify pictures	Finding Pictures					
13. Point to pictures/words representing new vocabulary	The New Word Game	dog, cat	snake , dog	rabbit , cat	bird , rabbit	dog, bird
14. Use new vocabulary words and personal information to create a story	Fun with Writing	My pet is a _____.	My pet is not a snake. My pet is a _____.	My pet is not a rabbit. My pet is a _____.	My pet is not a bird. My pet is a _____.	My pet is a _____.