

LOGBOOK INSTRUCTIONS

1. Before starting the video, open your Logbooks to the first page of the lesson.
2. Both you and your student should check off and tally each practice as directed in the video.
3. Gently correct any errors and have the student reread the row or column.
4. The student should read all tasks out loud.



LEVEL 0

Lesson 2

Tansy and Domingo

Narrative Fiction

1. **ARRIVAL** Welcome.

Memo

To: Students of the Parallel Universe, Family Members, and Teachers
From: Quest Central

If you have the will, you will become stronger and bolder. Your fate will be in your control. Will you persevere? Will you stick with it? Will you meet your goals?

2. **VIDEO 2** ★ **Pillars of Success**

- A. Watch the video.
 B. What are the four pillars of success? Copy the correct words in the blanks.

- Sticking with it. Perseverance
- Working together. Teamwork
- Doing what's right. Integrity
- Doing your best work. Professionalism

WORD BANK





Integrity, Perseverance,
Professionalism, Teamwork

3. WORD STUDY

When it is simple, push yourself. You are working on automaticity.

A. Sounds • Focused Practice Practice for accuracy and fluency.

Tally each practice. _____

1	★ i as in 	i i in	i i it	i i hid	i i slid
2	a as in 	a a at	a a pat	a a past	a a last
3	ee as in 	ee ee seep	ee ee sleep	ee ee sheep	ee ee sheet
4	ook as in 	-ook -ook brook	-ook -ook took	-ook -ook shook	-ook -ook nook

★ New or Initial Practice

★ A black star indicates a new skill, task, or tip. (All tasks were new in Lesson 1.)

2. VIDEO ★ **Pillars of Success**

Watch for “pillars of success.” Throughout the Parallel Universe, provide specific feedback when a student shows perseverance, teamwork, integrity, or professionalism. Say things like: *Em, you are demonstrating professionalism by writing neatly on the lines. How you present your work is important to employers.*

★ Errors

If your student makes an error, gently correct it. Then have the student repeat the row or column.

3. WORD STUDY

- Follow the directions of the video.
- Record any errors or difficult words.
- Review the row or column before starting the next lesson.

★ Pacing

When the video directions say, “Read to your coach,” your student can read at his or her own pace. If the reading pace of the video instructor is faster than your student can manage, your student should read to you at a slower pace to build automaticity. If your student can go faster than the video, encourage a brisk pace to build automaticity.

Lesson 0.2



B. ★ Sounds • Mixed Practice Practice for accuracy and fluency.

Tally each practice. _____

1	sh sh she	ō ō yo	-ck -ck rack	ē ē me	a a clap
2	th th than	a a slap	ē ē he	th th there	-ck -ck sick

C. Affixes Read the rows 3 times. Check a box each time you read.

✓ ✓ ✓

1	fill fills filling filled	walk walks walking walked			
2	nod* nods nodding	greet greets greeted			

D. High-Frequency Words Read across and down. Circle the logos. Then time yourself.

1	for	door	your*	her	old*	5	25
2	wasn't	didn't	happy	with	first	10	30
3	didn't	her	with	wasn't	first	15	35
4	was	your	old	you*	door	20	40

_____ I beat the clock.

E. ★ Multisyllabic Words • Buildups Read each row at least 3 times. Check a box each time you read.

	••	••	••	PAUSE	Finger count syllables.	Read it.	✓	✓	✓
1	he	me	re-	▼	re-lax	relax			
2	sack	pack	back		back-pack	backpack			
3	she	he	be		be-hind	behind			

F. Sentence Fluency • Expression and Phrasing Read the rows 2 times. Then time yourself.

1	Mr. G ... Mr. G is ... Mr. G is the football coach.	11	59
2	Domingo ... Domingo said ... Domingo said, “This school ...” Domingo said, “This school is cool.”	21	69
		24	72
3	Tansy and Domingo ... Tansy and Domingo lived ... Tansy and Domingo lived in an apartment building.	36	84
		39	87
4	Three students ... Three students stood ... Three students stood talking.	48	96

Timing: _____ wcpm

*New irregular high-frequency word or sound introduced in advance of sequence

3. WORD STUDY (continued)

- Record any errors or difficult words.
- Review before the next lesson.

E. ★ Multisyllabic Words • Buildups

Finger Counting

After the pause, put one finger up as you say each syllable with your student. Finger counting helps readers hear and recognize syllables.

★ **PASSAGE READING INSTRUCTIONS**

Be sure to read the instructions for this first Passage Reading.

- Gently correct any errors and have the student reread the sentence. Errors include misread words and left-out words.
- Discuss the numbered questions (see “PASSAGE READING • Questions” box).
 - R=Restricted (only one response is correct)
 - U=Unrestricted (many possible correct responses)

If the student struggles, you can reread the text or share your thinking.

TIP: See Appendices B and C for coaching tips.

★ **Expressive Reading**

When taking turns with your student, model expressive reading at a rate your student can follow.

★ **Compliments and Corrections**

During passage reading, mark errors in text with a simple slash. Between readings, have the student reread sentences that were choppy or misread. Compliment your student with positive feedback. Say things like: You read that paragraph with accuracy and expression.

★ **Passage Reading Guidelines**

Unrestricted Response: Accept any reasonable response. Affirm, paraphrase, extend. Model and explain when needed.
Restricted Response: Affirm.
Support and Correction: Say something like: *Let's reread the paragraph.* Or: *Listen to me read the last sentence.*



Lesson 0.2

G. Rhyming Patterns Read the bold word part. Then say and write each rhyming word. Read columns 3 times.

	-ands	-ood	-ash	-ack	-ick
1	<u>b</u> <u>a</u> <u>n</u> <u>d</u> <u>s</u>	st <u>o</u> <u>o</u> <u>d</u>	<u>c</u> <u>a</u> <u>s</u> <u>h</u>	bl <u>a</u> <u>c</u> <u>k</u>	<u>s</u> <u>i</u> <u>c</u> <u>k</u>
2	<u>h</u> <u>a</u> <u>n</u> <u>d</u> <u>s</u>	<u>h</u> <u>o</u> <u>o</u> <u>d</u>	<u>c</u> <u>l</u> <u>a</u> <u>s</u> <u>h</u>	sl <u>a</u> <u>c</u> <u>k</u>	sl <u>i</u> <u>c</u> <u>k</u>
✓	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

4. ★ PASSAGE READING • Chapter 1, Narrative Fiction

- Read the whole passage for accuracy with an adult. Take turns. Answer your coach or teacher's questions at the numbers.
- Read the passage again with expression.
- Read for 1 minute and record your score. Repeat when possible.

PRACTICE FOR A RECORDING

Tansy and Domingo

Tansy looked at the school. It was big and old. Tansy wasn't happy. She walked in and looked for her first class. The teacher, Mr. G, was at the door greeting students. Tansy didn't go in. (1, 2)	12	140
Three kids walked past Tansy and stood talking with Mr. G, so Tansy slid past Mr. G. She sat in the back and hid behind a book. (3)	24	152
Class was filling. Mr. G looked at Domingo and said, "Domingo, pal, no caps in class. The cap needs to go in the backpack."	36	164
Domingo said, "Yo, Mr. G, cap in the backpack!" Mr. G nodded.	48	176
Tansy looked at Domingo. He lived in her apartment building. Football was his thing. Domingo said to Tansy, "Relax, kid. Mr. G is cool. He is the football coach." (4–6)	63	191
	74	202
	87	--
	99	
	109	
	121	
	128	

Use with a partner or on your own.

1. WCPM	2. WCPM	3. WCPM	4. WCPM

5. CLOSING

5. ★ PASSAGE READING • Questions

- 1U How does Tansy feel? (*She is unhappy. She is unsure of herself.*)
- 2U Why do you think she didn't go into class? (*She didn't want any attention.*)
- 3R Someone who is timid is shy, nervous, and kind of mousy. Is Tansy bold or timid? (*timid*)
- 4U Describe Domingo. (*He is happy, carefree, and friendly.*)
- 5U Visualize Mr. G's classroom and students. What does the classroom look like? What do the students look and sound like? (*The room is kind of noisy. Desks are in rows. Some of the kids are talking and joking around, but others are quiet and slumped in their seats. They are probably teens—like in 8th or 9th grade.*)
- 6U What do you think a goal might be for Tansy? (*Tansy needs to work on being more confident or bold. Professionalism would also be a good goal.*)