

Teacher's Guide for *The Red Fox*

Read-Aloud eBook with Adaptive Assessment

Reading grade level – 2.2



Getting started:

1. Click on the "Start" arrow in the lower right of the "Home" screen to begin.



2. Click on the "Back" arrow button to return to the Home screen.



3. Navigate to any section by clicking on any image on the opening ("Home") screen.

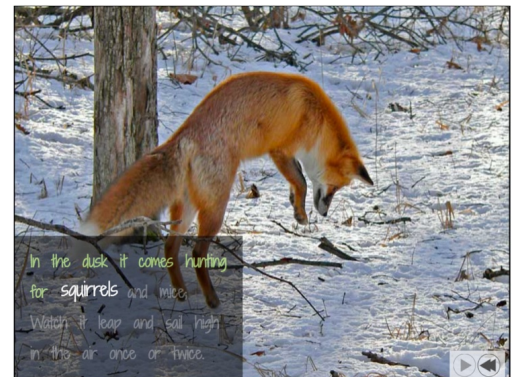


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Organization

The 24 line poem is divided into 6 sections with 4 lines in each section.

Each section has 2 photographs paired with two sets of rhyming lines from the poem. These play with word highlighting in sync with the audio. (24 lines in all.)



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After each 4 lines, there is a series of interactive quizzes (adaptive assessment*) with questions from the following categories:

- Rhyme
- Syllables & Stress
- Reading Comprehension
- Vocabulary & Meaning

*Why Adaptive Assessment?

Integrated quizzes featuring adaptive assessment level up or down depending on the student's responses. This customizes the experience for each student and offers more practice for those who need it while avoiding boring students who are ready to move on.

Why Rhymes?

Research has shown that rhymes are very effective for language acquisition. They make it easier for learners to remember the words, and they reinforce the vowel sounds in English. Identifying rhyming words like "swap" and "top"* can help students with the challenging fact that different vowels can make the same vowel sound. This can be especially helpful for English language learners.

*"swap" & "top" are rhyming words in lines 17 & 18 in *The Galápagos Tortoise*

Rhyming words – Get ready to listen

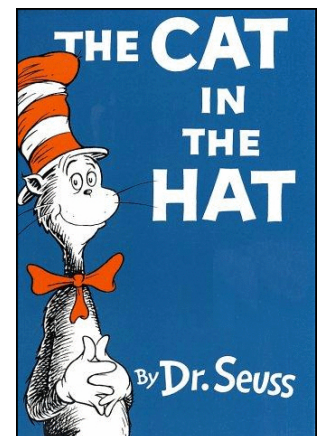
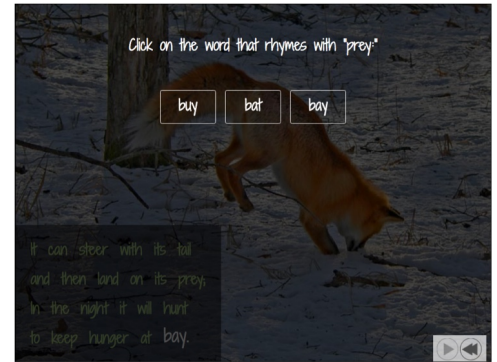
Some poems have rhymes. One type of rhyme is where two words have the same or similar vowel* sounds and the same or similar following consonant** sounds, like "bake" and "make."

*In English, vowels are "A," "E," "I," "O," "U," and sometimes "Y."

**Consonants are all the other letters of the alphabet.

Listen for the rhyming words from "The Cat in the Hat:"

The sun did not shine.



*It was too wet to **play***

So we sat in the house

*All that cold, cold, wet **day**.*

Ask the students:

1. What are the two rhyming words? (*play* & *day*)

Have the students practice the two rhyming words with you by saying them aloud a few times:

- play
 - day
2. If you have covered vowel sounds with students, you may want to ask:
What vowel sound do you hear in "play" & "day"?
(Answer: a long "A" sound)
 3. Can you think of some other words that rhyme with "play" & "day"?
(For example: "say" & "may")*

*This last question is a great way to assess whether students are grasping this concept or need more guidance. This could be a whole group activity or teachers could put students in cooperative groups and give them a five minute time limit for coming up with words that rhyme with "play" and "day."

Cooperative Grouping strategies

A quick way to set this up is to have students count off from 1-4 and then put all the number 1's in one group and so on. The recorder (the person who writes down the list of words that rhyme with "play" & "day") could be the person in the group with the longest hair, the longest fingers or another differentiator.

Rhythm/Meter

The section on meter requires that students have an idea of what makes a syllable.

Drawing a heart around the vowel **sound** in the syllable is an important visual reminder. This can also make students more aware of silent vowels.

Having student clap their hands to the beat is a great way to reinforce the concept kinesthetically.

This poem has a rhythm, which is made up of stressed and unstressed syllables*. Listen for the rhythm (Ask the students to clap their hands to the beat):



*The **sun** did not **shine**. It was **too** wet to **play***

*So we **sat** in the **house** All that **cold**, cold, wet **day**.*

*If you have not introduced syllables to students, take some time to talk about syllables.

Syllables

"In English every word has one or more syllables. A syllable always has a vowel sound. Think of the vowel sound as the heart of the syllable."

Elicit the number of syllables from the following examples; then circle the vowel sound with a heart:

Sign (1)

Treat (1) (draw a heart around the "e" in "treat". Then, draw students' attention to the silent "a")

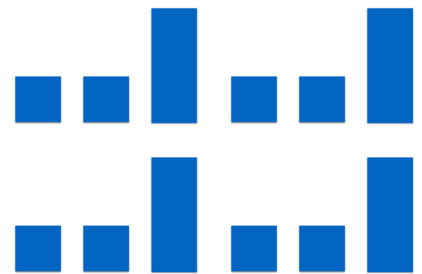
Boat (1) (draw a heart around the "o" in "boat". Then, draw students' attention to the silent "a")

Begin (2) (draw a heart around the "e" and "i" in "begin")

Next talk about the beats in the poem, "The Cat in the Hat."

This is the pattern of stressed & unstressed syllables: xxX
xxX xxX xxX

Write the pattern above, xxX, on the board and have students clap their hands to the beat. Make sure they clap a little harder on the stressed syllable.



(Sometimes the first weak syllable is missing like at the beginning of the poem where there is only one weak syllable before the strong one, "sun.")

*The **sun** did not **shine**. It was **too** wet to **play***

*So we **sat** in the **house** All that **cold**, cold, wet **day**.*

Depending on the students' level, you might want to introduce the term, "anapestic tetrameter."

Stressed Syllables

Next, the concept of the stressed syllable is presented.

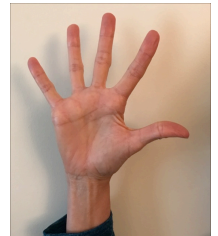
Now, let's look at the stressed syllable in words that have more than one syllable.

In English every word with more than one syllable has one syllable that is stressed more than the others.

Listen for the stressed or strong syllable in these words:

Teachers - Model the stressed and unstressed syllable count with your hand:

- Open your hand (stretch out your fingers) for the stressed syllable.
- Close your hand (make a fist) and add a quick knocking gesture for the unstressed syllables.



Water (2 syllables)

Decide (2 syllables)

Playground (2 syllables)



How do you know that the syllable is stressed?

It is louder, longer & clearer than the other syllables.

Here, you might want to elicit some other words from the students & have them identify the number of syllables and the stressed syllable. Again, teachers can use the hand gestures to reinforce this.

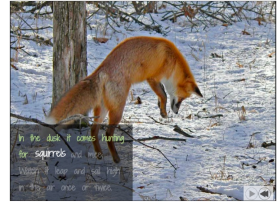
Warm-up Questions with photographs to focus students on the topic

The photographs that are used here match up with the small pictures at the bottom of the home screen for *The Red Fox*.

The Red Fox

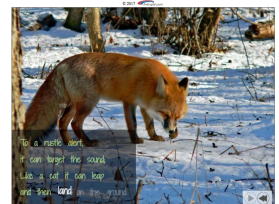
Warm-up for lines 1-2

- Do you know what kind of animal this is?
- What do you think it is doing in this picture?



Warm-up for lines 5 & 6

- What is in the fox's mouth in this picture?
- What season do you think it is?



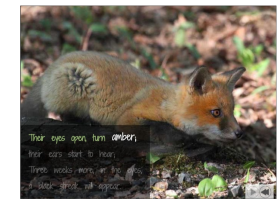
Warm-up for lines 9 & 10

- Do you know what baby foxes are called?
- What color are their eyes in this picture?



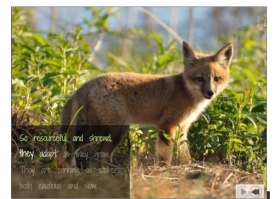
Warm-up for lines 13 & 14

- What color are the eyes of the young fox in this picture?



Warm-up for lines 17 & 18

- What kinds of animals do you think a fox hunts?
- What kind of animals do you think hunt foxes?



Warm-up for lines 21 & 22

- Do you think the fox is an intelligent animal?



Next, students spend time with one of the Read Aloud eBooks with adaptive assessment.

Now you're going to listen to and read a poem about an animal followed by some questions. The rhythm or meter of the poem is the same as "The Cat in the Hat."

When students have finished working on the program including the adaptive assessment:

Review one

Have students each draw a picture from the poem. When they are finished, have students line up in the order in which their picture fits in the poem. Each student will take a minute or two to tell the class about their picture.

Review two

Have students number off from 1 to 24. Then they will pair off, 1 & 2, 3 & 4 and so on. Together they will practice two poem lines together. Then they will line up in order and take turns reciting their lines, so all together they will recite the complete poem. Teachers can take videos or audio recordings of the group reading on a smart phone.