

MBI 2.0 - Pilot Level II

Overview

<https://www.youtube.com/watch?v=A4l2qgM98Ew>

Day 1

1. LEA
2. Word-Building
3. Cloze
4. Fluency
5. Writing Activity - priming picture and template writing
6. Comprehension

Day 2

1. LEA
2. Riddle Review
3. Maze Mini-story
4. Fluency
5. Writing Activity – sentence combining
6. Comprehension

Day 3

1. LEA
2. Word parsicle
3. Sentence Mix-up
4. Fluency
5. Writing Activity – sentence alteration
6. Comprehension

Day 4

1. LEA
2. Sentence Replay
3. Sentence Dictation
4. Fluency
5. Writing Activity – sentence elaboration
6. Comprehension

Day 5

1. LEA review
2. Writing - syntax sentences
3. Word sort
4. Guess the secret word
5. Free read

Pre/ Post: short /a/

Student: _____

Pre-assessment date: _____

Short /a/

___ added	___ grabbed	___ dragging	___ bashful
___ clapped	___ calling	___ unpacked	___ trash
___ napping	___ packing	___ thanks	___ crashed
___ backed	___ flashed	___ planned	___ grabbing

Post-assessment date: _____

Short /a/

___ added	___ grabbed	___ dragging	___ bashful
___ clapped	___ calling	___ unpacked	___ trash
___ napping	___ packing	___ thanks	___ crashed
___ backed	___ flashed	___ planned	___ grabbing

Pre/ Post: short /e/

Student: _____

Pre-assessment date: _____

Short /e/

___belt	___spending	___bread	___stepped
___smelling	___pencil	___head	___remember
___rested	___blended	___said	___begged
___chest	___letter	___empty	___west

Pre-assessment date: _____

Short /e/

___belt	___spending	___bread	___stepped
___smelling	___pencil	___head	___remember
___rested	___blended	___said	___begged
___chest	___letter	___empty	___west

Lessons 1- 4
Fluency Material
PAT AND THE FROG

Day 1

“Hello Pat,” said Ted. “How are you?”

“I’m fine, Ted,” said Pat. “Why do you ask?”

“Well,” said Ted, “There’s a frog sitting on top of your head.”

“Yes,” said Pat, “There is a frog sitting on my head.”

“**Why** is there a frog sitting on your head?” ask **Ted**. “Most people that I know do not have frogs **sitting** on their heads.”

Day 2

“Good question,” said Pat.

“So, why do you have a frog sitting on top of your head?” asked Ted.

“Because,” said Pat, “If I put him in my pocket he might get squished.”

“But why do you have a **frog** with you?” asked Ted.

Pat answered, “Again, that’s a **very** good question.”

Ted was starting to get mad. “Well, **why** do you have a frog with you?”

Day 3

“Why don’t you ask the frog,” said Pat.

“Ask the frog?” said Ted.

“Yes Ted,” said Pat. “Ask the frog why he’s sitting on my head.”

“Okay Pat. I’ll do that. I’ll ask the frog why he’s sitting on **your** head.”

“Okay Ted. Do that. Ask the frog why **he’s** sitting on my head.”

Ted looked up at the **frog**. He said, “Excuse me Mr. Frog”

Day 4

“Hold it,” Pat said. “You need to speak louder. This frog can’t hear very well.”

Ted yelled, “Excuse me Mr. Frog ...”

“Hold it,” said Pat.

“What now?” asked Ted.

“This frog has a name,” said Pat. “His name **is** Frank.”

Ted yelled, “Excuse me Frank. Why are you **sitting** on Pat’s head?”

Frank the frog looked down at **Ted**. He let out a loud sigh. Frank said, “I am sitting on Ted’s head because if I stood I would fall off.”

SALLY WANTS A CANDY BAR

Day 1

“Hey Sam,” said Sally, “Come here.”

“What do you want Sally?” Sam asked.

“I want you to come over here,” said Sally.

Sam walked over to Sally and said, “Here I am. What do you want?”

“I want you **to** give me a candy bar,” said Sally.

“A candy **bar?**” asked Sam. “You want me to give you a **candy** bar?”

Day 2

“Yes,” said Sally. “I want you to give me a candy bar. That’s why I just said, give me a candy bar.”

Sam pulled his candy bar out of his pocket. “This is my candy bar,” he said.

“Yes,” **said** Sally. “Yes it is your candy bar.”

“And you **want** me to just give it to you?” asked Sam.

“**Yes,**” said Sally. “Give it to me. Give me the candy bar.”

Day 3

Sam said, “But it’s my candy bar. It belongs to me.”

“I know it is,” said Sally. “That’s why I asked you to give it to me. If it was my candy bar I would not have to ask you. So, give me your candy bar.”

“Wait a minute Sally,” Sam said. “You didn’t ask me at all. You told me.

Day 4

You said, ‘Give me your candy bar.’ And you did not even say please.”

“I see,” said Sally. “Give me your candy bar right now please.”

“No,” said Sam. “I’m not giving you my candy bar. You can’t have it.”

“Okay,” said Sally “I guess I’ll get my own candy bar. Good bye Sam.”

“Goodbye Sally. Have a great day.”

Lesson 4 - REPLAY ANALYSIS (sentence replay)**Directions:**

The student reads the six sentences into an audio recorder. The student then listens to the recording and underlines any miscues. Review the words, reread, and record the six sentences. Repeat this process until fluency is achieved with no miscues. If six sentences are overwhelming, start with three sentences. Extend by asking students to identify the short /a/ words.

If working in small group, have students work in pairs. One person would be the recorder operator and would help the other identify miscues.

Lesson 4, Level II. short /a/Replay Analysis Sentences

1. Pam was clapping her hands after the song.
2. Adam was very thankful that he filled up with gas
before he left.
3. Sam grabbed lots of bread and butter for his ham
sandwich.
4. Sally crashed her car into the tree. She was thankful
she didn't get hurt.
5. Jimmy was very bashful. He didn't know what to say
too Amanda.
6. Teddy was dragging his feet. He did not want to go to
school.

Lesson 4, Level II - short /e/

Replay Analysis Sentences

1. Melvin was selling his best paintings at the sale.
2. Helen stepped on a rock and twisted her leg on the
hike.
3. Eddy is fully rested and ready to do well on the test.
4. Nelly could smell the stale cheese on that was on the
old bread.
5. Silly Teddy's pants fell down because he forgot to put
on his belt.
6. Emma yelled when she saw that her cookie jar was
empty.

SENTENCE DICTATION**Lesson 4, Level II****Directions:**

The teacher (or study-buddy) reads the following sentences to the student. The student writes the sentence. After each sentence, the student looks for words that do not look right. The teacher crosses out the word and writes the correct spelling on the bottom. The student writes the correct spelling on top of the word. After each, skip a line and go to the next sentence.

If working in small group, students will look for words that do not look right. Encourage them to work together. Then the teacher will show students the complete sentence with correct spelling. They will cross out the word and write the correct spelling on top. It is important that students are able to see both their incorrect and correct attempts.

Level 4, Level II. Short /a/

1. Frank grabbed more ham.
2. Sally added more butter.
3. Anna unpacked her bag.

Lesson 4, Level II - short /e/

1. The car went west.
2. Ned sent a letter.
3. Ted said he will sell it.

Lesson 5, Level II
Word Sort

Short /a/

Directions: There are 16 total words. Cut the words out into word cards. Mix the words up. Ask students to put them into groups (any two that are the same somehow). Do vowel sounds first, then look to make groups with ending sounds or beginning sounds. Then look for semantic groups (animal vs. thing, big things, vs. little things, things vs. non-things, etc.).

planned

truth

trash

rubbing

thankful

ruler

clapped

food

napping

suit

backed

ruined

grabbing

prunes

unpacking

fuel

Lesson 5, Level II
Word Sort

Short /e/

Directions: There are 16 total words. Cut the words out into word cards. Mix the words up. Ask students to put them into groups (any two that are the same somehow). Do vowel sounds first, then look to make groups with ending sounds or beginning sounds. Then look for semantic groups (animal vs. thing, big things, vs. little things, things vs. non-things, etc.).

spending

planned

blended

trash

stepped

thankful

letter

clapped

begged

napping

belt

backed

smelling

grabbing

chest

unpacking