

## MBI 2.0 - Pilot Level I

February, 2 2018

### Overview

[https://www.youtube.com/watch?v=yBZZoF\\_Mcyw&t=187s](https://www.youtube.com/watch?v=yBZZoF_Mcyw&t=187s)

#### Day 1

1. LEA
2. Word-Building
3. Cloze
4. Fluency
5. Comprehension

#### Day 2

1. LEA
2. Word Discrimination
3. Maze
4. Fluency
5. Comprehension

#### Day 3

1. LEA
2. Riddle Review
3. Sentence Mix-up
4. Fluency
5. Comprehension

#### Day 4

1. LEA
2. Phonemic hybrid - Categories
3. Sentence Replay
4. Fluency
5. Comprehension

#### Optional Day 5

1. LEA - review
2. Phonemic hybrid - identification
3. Sentence Dictation
4. Word Sort
5. Priming Picture

Directions:

**1. Pre/ Post: short /a/**

Student: \_\_\_\_\_

Pre-assessment date: \_\_\_\_\_

**Short /a/**

___ mad	___ map	___ flat	___ ram
___ back	___ sank	___ rat	___ tap
___ pan	___ flag	___ ball	___ grab
___ glad	___ mat	___ call	___ fan

Post-assessment date: \_\_\_\_\_

**Short /a/**

___ mad	___ map	___ flat	___ ram
___ back	___ sank	___ rat	___ tap
___ pan	___ flag	___ ball	___ grab
___ glad	___ mat	___ call	___ fan

**2. Pre/ Post: short /e/**

Student: \_\_\_\_\_

Pre-assessment date: \_\_\_\_\_

**Short /e/**

___ bell	___ rest	___ bed	___ den
___ wet	___ beg	___ stem	___ pep
___ smell	___ chest	___ sped	___ pen
___ met	___ them	___ step	___ fled

Pre-assessment date: \_\_\_\_\_

**Short /e/**

___ bell	___ rest	___ bed	___ den
___ wet	___ beg	___ stem	___ pep
___ smell	___ chest	___ sped	___ pen
___ met	___ them	___ step	___ fled

**Lessons 1- 4**  
**Fluency Material**  
**BIFF PACKS A LUNCH**

ATOS level 2.0

**Day 1**

It was morning. Biff was getting ready to go to school. He was packing a lunch. Sam came in the kitchen. “Hello Biff,” he said.

“Hello Sam,” Biff said.

“**What** are you doing?” asked Sam.

“I am going to **school**. I am packing my lunch.”

**Day 2**

Biff was packing a bag of lunch for school. “What are you putting in your bag?” asked Sam. “What are you going to eat for lunch?”

“Ice cream” said **Biff**. “I am having a bowl of ice cream for **lunch**. I love ice cream.”

**Day 3**

Biff got out a bowl. He took the ice cream out of the freezer. He put three big scoops of ice cream in the bowl. He put the bowl **in** the bag. He put the bag in his big, **red** backpack.

## Day 4

Biff put the bowl of ice cream into his big, red backpack. He was going to eat it for lunch. Sam yelled, “Biff you silly! What are you doing?”

“**I** am packing my lunch,” Biff said.

“Did you forget **something**?” asked Sam.

## Day 5

Biff packed a bowl of ice cream in his backpack for lunch. Sam asked him, “Did you forget something?”

“Oh yes,” said Biff. “I forgot the chocolate sauce!”

He **took** the bowl of ice cream out of his big, **red** backpack.

## Day 6

Biff took the bowl of ice cream out of his big, red backpack. He got out the chocolate sauce. In put lots of chocolate sauce on his ice cream.

“**I** really like chocolate sauce” Biff said to Sam. He **put** some more on his ice cream.

**Day 7**

Biff put his ice cream in the bag. He put the bag in his big, red backpack. He went to school.

At lunch time, Biff ran to get his **big**, red backpack. He put his hand in it to **get** his lunch.

**Day 8**

Biff put his hand in his backpack to get his lunch. Then he yelled, “Hey!”

“What’s wrong Biff?” asked Sam.

Biff took his hand out of his backpack. It **was** a mess. It was covered with ice cream and **chocolate** sauce.

**Lesson 4 - Short /a/**

**Phonemic-phonics hybrid: Categories.**

*What word doesn't belong?*

**Directions:** Read the three words in each row to students. Tell them that two words are the same and one word is different (it's not like the other). You may wish to give them a hint. Example: "We're listening for beginning sounds here." Ask them to identify the word simply by listening. Then show students the three words.

**Options:** Cut each word row and display each word set individually or use a piece of paper to the word sets and move down the word set list. Ask students to re-read the three words until fluency is achieved.

**Riddle extension:** To extend, you can use analytic phonics. First have students find and read all the short /a/ words. Then focus on different beginning and ending sounds. Example: "This word ends with the /m/sound. You can chew it."

**Beginning sounds**

bet, hip bad,  
cut, cap, red  
men, mat, dog

**Middle sounds**

tap men mad,  
glad, flap, cut  
swam, map, hot

**Ending sounds**

lid bad, wet  
gum, bit, swam  
him, ram, hug

**Lesson 5 - Short /a/****Phonemic-phonics hybrid: Identification***What's the same*

**Directions:** Read the three words in each row to students. Tell them that there is something the same about all three words. You may wish to give them a hint. Example: “We’re listening for beginning sounds here.” Ask them to identify the common sound simply by listening. Then show students the three words. Ask students to re-read the three words until fluency is achieved.

**Options:** Each word row can be cut out and displayed individually or you can use a piece of paper and move down the word set list.

**Riddle extension:** First have students find and read all the short /a/ words. Then focus on different beginning and ending sounds. Example: “This word ends with the /g/sound. It flaps in the wind.”

**Beginning Sounds**

bed, bat, big

pet, pig pan,

hot, hat, hid

**Middle Sounds**

flag, clap, cab

swam, grab fan,

flat, back, dam

**Ending Sounds**

men, pan, sun

cup, flap, hop

well, ball, hill



**Lesson 4 - Short /e/**

**Phonemic-phonics hybrid: Categories.**

*What word doesn't belong?*

**Directions:** Read the three words in each row to students. Tell them that two words are the same and one word is different (it's not like the other). You may wish to give them a hint. Example: "We're listening for beginning sounds here." Ask them to identify the word simply by listening. Then show students the three words.

**Options:** Cut each word row and display each word set individually or use a piece of paper to the word sets and move down the word set list. Ask students to re-read the three words until fluency is achieved.

**Riddle extension:** To extend, you can use analytic phonics. First have students find and read all the short /a/ words. Then focus on different beginning and ending sounds. Example: "This word ends with the /m/sound. You can chew it."

**Beginning sounds**

bat, bed, hip  
lap, pit leg  
men, met, pig

**Middle sounds**

ten, met can  
net, log den  
well, peg, fan

**Ending sounds**

dig, ten, fan  
red, bad, hit  
leg, sun, bag,

**Lesson 5 - Short /e/****Phonemic-phonics hybrid: Identification***What's the same*

**Directions:** Read the three words in each row to students. Tell them that there is something the same about all three words. You may wish to give them a hint. Example: “We’re listening for beginning sounds here.” Ask them to identify the common sound simply by listening. Then show students the three words. Ask students to re-read the three words until fluency is achieved.

**Options:** Each word row can be cut out and displayed individually or you can use a piece of paper and move down the word set list.

**Riddle extension:** First have students find and read all the short /a/ words. Then focus on different beginning and ending sounds. Example: “This word ends with the /g/sound. It flaps in the wind.”

**Beginning Sounds**

den, did, dug

pen, put, pig

hen, hot, hid

**Middle Sounds**

men, wet, red

bell, peg, net

bed, rest, ten

**Ending Sounds**

pen, man, sun

tell, ball, hill

step, cap, hip

## Lesson 4 - REPLAY ANALYSIS

### **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 - short /a/ – Level I

Replay Analysis Sentences

1. I will clap my hands.
2. I have a small hat.
3. The car needs gas.
4. Fill the tank with gas.
5. You do not want to fall.
6. Use the pan to cook the ham.

**Lesson 4 - short /e/ – Level I**Replay Analysis Sentences

1. He fell down the hill.
2. She hurt her leg when she ran.
3. Tell them to put on their caps.
4. I smell something bad.
5. She sped down the road in her car.
6. Pam put the hen in the pen.

**SENTENCE DICTATION****Lesson 5  
Master List****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.

**Lesson 5** short /a/

1. It is bad.
2. The cat ate the ham.
3. He sat on my hat.

**Lesson 5 -** short /e/

1. Pam had ten cans.
2. A jet can go fast
3. Ben fell down.

## Lesson 5 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.).



bad

red

dad

men

sad

hen

cap

pen

man

bed

fan

wet

cat

net

hat

jet

Lesson 5

## 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.).

red

bit

bet

slip

peg

pig

step

hip

neck

did

wet

him

net

pink

jet

hat