Amplify. TEXAS
ELEMENTARY LITERACY PROGRAM

ENGLISH

2

Grade 1

Skills 2 | Teacher Guide

Grade 1

Skills 2

Teacher Guide

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Grade 1 | Skills 2

Introduction

UNIT 2 OVERVIEW

Sound/Spelling Correspondences

In Unit 2, you will introduce five new vowel sounds and the most common (or least ambiguous) spelling for each sound:

- /ee/ spelled 'ee' as in *seed*
- /ae/ spelled 'a_e' as in *cake*
- /ie/ spelled 'i_e' as in *line*
- /oe/ spelled 'o_e' as in *hope*
- /ue/ spelled 'u_e' as in *cube*

The digraph 'ee' and the separated digraphs were taught in Unit 10 of the Kindergarten curriculum, so some or all of this may be review for students.

SEPARATED DIGRAPHS

The 'ee' spelling for /ee/ is a vowel digraph similar to the consonant digraphs students have already learned ('ch', 'sh', 'ng', etc.). The spellings for the sounds /ae/, /ie/, /oe/, and /ue/ are also digraphs, but they are digraphs of a different sort. In this program, these are called *separated digraphs*. The two letters are still working together (as a letter team) to stand for a single sound, but the letters are separated from each other by another spelling. The intervening spelling will always be a consonant spelling, and it will generally be a single-letter spelling as in *sa**m**e*, *wi**d**e*, *to**n**e*, and *cu**t**e*. There are a few words in English in which a consonant digraph stands between the two parts of the separated vowel digraph: *a**ch**e* is one example. These are not taught in Grade 1.

STRATEGY FOR READING SEPARATED DIGRAPHS

Reading separated digraphs involves a significant departure from the left-to-right letter-sound decoding students have employed up to this point. Students have been taught to read from left to right, but in order to read words with separated digraphs, they need to begin scanning to the right and then glancing back again to the left.

To get a sense of what students are trying to accomplish, consider what is involved in reading the following three words: *ham*, *sham*, *shame*.

- To read *ham*, the reader needs to inspect each letter, remember which sound each letter represents, and then blend the three sounds together.
- To read *sham*, the reader must do all of these things but must also recognize that 's' and 'h' are a letter team. The reader may need to discard a first impression that the word begins with two consonant sounds, /s/ followed by /h/.
- To read *shame*, the reader must perform all of the tasks mentioned above while also scanning ahead, spotting the letter 'e', connecting the letter 'e' to the letter 'a', and remembering that these letters stand for the /ae/ sound. When you add all of these things together, you have a complicated procedure that students must practice many times before it becomes automatic.

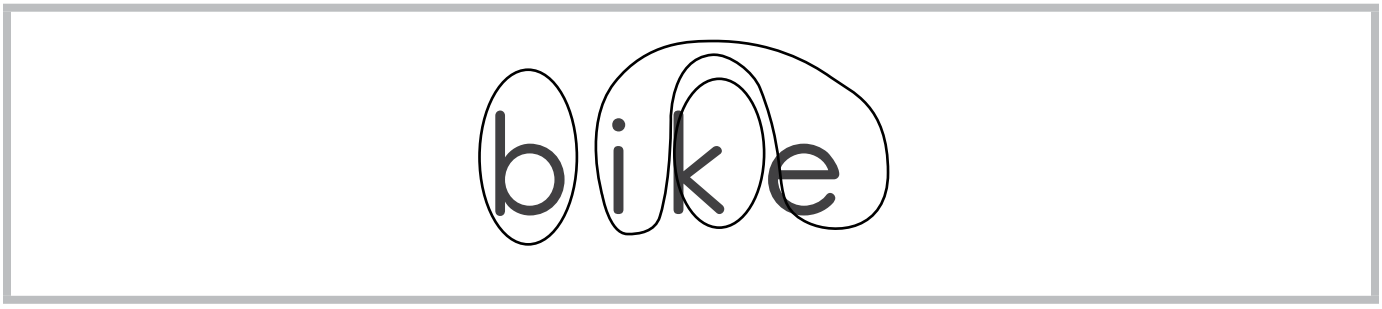
MARKING AND POINTING TIPS

One of the goals of this unit is to help students learn to see and process separated digraphs as single spelling units. Here are a few ideas about how you can do that.

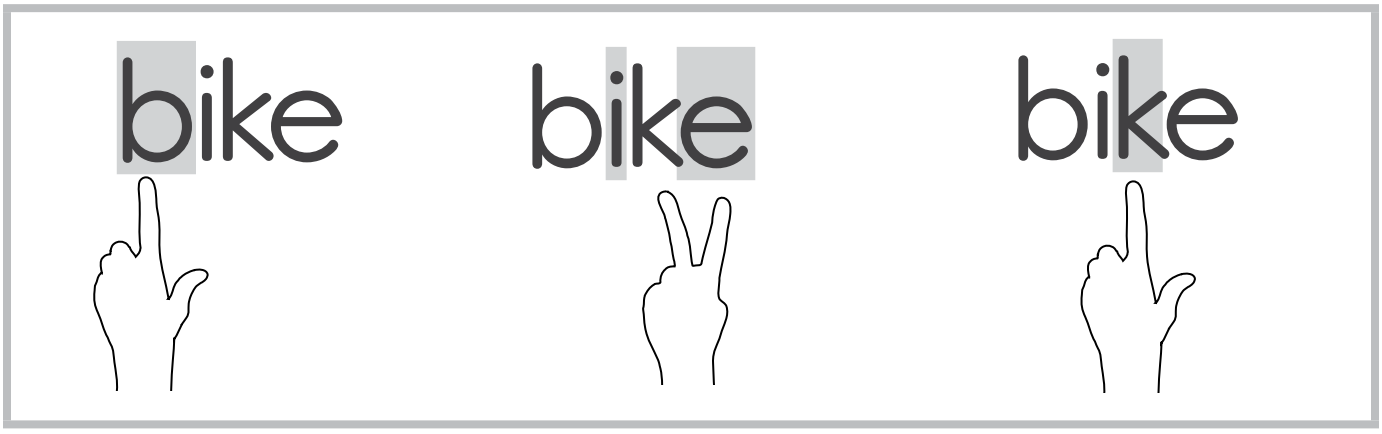
First of all, there are marking conventions that point out the connection between the letters. In the Teacher Guide, a caret is placed below the letters to show the connection between the letters of a separated digraph:

Some teachers prefer to mark the connection with an arch over the top:

Students can be asked to circle the letters and letter teams that stand for individual sounds. They can make an amoeba-like shape that encompasses the ‘i’ and the ‘e’ in *bike*, like this:



You can also reinforce the connection by using a pointing tip. When pointing to single-letter spellings or normal digraphs (written with letters sounded side by side), use a single pointing finger. When you point to a split digraph, pop out a second finger to make a ‘V’ sign, with one finger pointing at the first letter in the separated digraph and the other pointing at the final ‘e’.



Note that the split-finger ‘v’ point looks very much like the caret used in the Teacher Guide. That is one reason why this program prefers that style of notation.

All five of the new spellings taught in this unit are bolded, both in the Reader and the majority of the activity pages. The bolding in a word like *g**a**m**e*** is intended to remind students that the ‘a’ and ‘e’ are working together. You should continue to monitor student performance and give extra support to students who need it.

SILENT 'E' AND MAGIC 'E'

In years past, you may have spoken of the 'e' in words like *name* or *note* as silent 'e'. Or you may have used the phrase *magic 'e'*. Of these two phrases, *magic 'e'* is preferred. There are some problems with telling students that some letters are silent. For one thing, if you think about it, all letters are silent. If they could speak, we would not have to read them and turn them back into sounds. Also, the phrase *silent letter* may lead some students to believe that only some letters in a word matter as far as determining the pronunciation of the word, while others have no purpose. In fact, the 'e' in *kite* is every bit as important in terms of determining pronunciation as the 'i'. Without the 'e', the word would be pronounced *kit*. All in all, *magic 'e'* seems to be a better way of capturing what the 'e' is doing in these spellings than *silent 'e'*. *You are encouraged to avoid teaching the concept of silent 'e' in this unit and silent letters in general*. In most cases, it is more useful to think of all of the letters in a word as representing a sound, either singly or in tandem with other letters. For example, in the word *light*, it is more useful to think of 'igh' as standing for /ie/ than to think of 'i' as standing for /ie/ and 'gh' as being "silent."

INDIVIDUAL CODE CHART

Students will continue to use the Individual Code Chart in Unit 2. As you teach new sound/spelling correspondences, students will fill in the information in the Individual Code Charts. You can encourage students to use their own charts when reading and writing on their own.

TRICKY WORDS

In this unit, eleven Tricky Words are introduced. All of these words are high-frequency words that cannot be pronounced accurately using blending and the letter-sound correspondences taught so far.

Lesson	Tricky Words Reviewed
2	he, she, be, me, we
5	they, their
10	my, by
13	you
14	your

Every Tricky Word has at least one tricky part. However, few of these words are completely irregular. For most of them, there are some parts that are pronounced and written just as one would expect, but there are other parts that are tricky and need to be memorized. With each word, you are encouraged to make an effort to point out which parts are regular and can be blended and which parts are not regular or contain spellings not yet taught. These parts must simply be remembered.

Once a Tricky Word has been introduced in a lesson, it will be underlined in the Reader and on activity pages until it has occurred approximately twenty times, as a signal that the word is tricky.

It is highly recommended that you assess each student's recognition of these words at both the beginning and end of the unit. Assessment materials are included in Teacher Resources. You may also chose to copy and send home the Family Letter and Flash Cards included in Teacher Resources for practice at home.

If you have a Tricky Word Wall in your classroom, you may want to write each of these new words on a yellow index card and add it to the word wall as it is introduced.

DECODABLE READER: GRAN

The Reader of this unit is called *Gran*. It is about a well-traveled grandmother who visits her two grandchildren, Josh and Jen. You will present some of the stories in the Reader as demonstration stories. This will allow you to model the process of reading separated digraphs. Each story includes tips for introducing the story and is accompanied by a set of discussion questions meant to be answered orally after students have read the story. This will allow you to make sure students have understood the story, and will also give them the chance to see if their predictions (if they made one prior to reading the story) have turned out to be correct.

When reviewing the discussion questions, please remember to encourage students to answer in complete sentences and to identify which part of the text supports their answer.

STORY QUESTIONS ACTIVITY PAGES

Story questions activity pages are included for most stories. Students are asked to read the questions on the activity page and to either print their answers in the space provided or check the correct answers, in the case of multiple-choice questions. Rereading of the stories is recommended. You should encourage students to answer the questions using complete sentences. As you assess students' writing on the story questions activity pages, you are encouraged to accept all phonetically plausible spellings. For example, you should, for the time being, accept *funnee* for *funny*, *wate* for *wait*, *nite* for *night*, and *bote* for *boat*, as students have not yet learned the spelling alternatives.

GRAMMAR

The grammar lessons in this unit focus on nouns, including proper nouns, and sentence building. Grammar is reviewed in some of the Warm-Ups as well. Have students practice their noun identification skills whenever they are reading a story from the Reader of this unit.

UNIT 2 ASSESSMENTS

Formative Assessments and Additional Support

Throughout this unit, formative assessments are clearly marked for monitoring individual student performance and progress in key skills, including oral reading of decodable stories and understanding of those same stories.

Observation records for recording student performance are included in Teacher Resources. You may want to have a clipboard with the blank Anecdotal Reading Records, one for each student in the class, arranged in alphabetical order. A second clipboard may be used to hold other observation records, such as the Discussion Questions Observation Record.

Quick "Checks for Understanding" are also designated throughout various lessons.

Careful attention to this information, collected on a daily basis, will enable teachers to quickly determine which students may benefit from reteaching and/or more practice in particular skills, using the Additional Support activities found at the end of each lesson.

Student Performance Assessment

In Lesson 18, you will be prompted to administer a multipart assessment. In the Word Recognition Assessment, students will be asked to look at several words on the designated activity page and then circle the written word which matches the spoken word you say. The target words include the vowel sound spellings taught in this unit; distractors have been intentionally selected because they represent frequent sound/spelling confusions. Student performance on this assessment is a good indicator of whether students have mastered the new sound spellings.

Students will also be asked to independently read a new story in *Gran* and then answer written comprehension questions about the selection.

In Lesson 19, you will administer a simple assessment to determine whether students are able to identify examples of nouns that may be a person, place, or thing.

Use the results of these assessments to inform your instruction and grouping and to help you determine how to best use the Pausing Point exercises before advancing to Unit 3.

In order to track students' progress over the school year, create an individual assessment portfolio for each student and place his or her assessments and running records in it. This will allow you and parents to see the progress students have made in the course of the year. It might also be helpful to have the portfolios travel with students from grade to grade. The progress students have made over the school year will then be even more apparent.

PAUSING POINT

An extensive listing of additional activities to teach and practice Unit 2 skills can be found in the Pausing Point section included after the last lesson. Pause for 2 or 3 days to provide targeted remediation for individual or groups of students in any areas in which they performed poorly on the end-of-unit assessment.

TEACHER RESOURCES

In the Teacher Resources section at the end of this Teacher Guide, you will find forms and charts which may be useful, including the following:

- Anecdotal Reading Record—Unit 2
- Discussion Questions Observation Record—Unit 2
- Tricky Word Family Letter
- Tricky Word Flash Cards
- Tricky Word Assessment Record: Beginning and End of Unit 2
- Tricky Word Assessment List
- Assessment Record Sheet—Unit 2
- Additional Support Activity Pages
- Activity Book Answer Key

ADDITIONAL MATERIALS

Some additional materials (most typically available in Grade 1 classrooms) are needed for specific lessons. These materials are always listed in the Lesson at a Glance chart at the beginning of each lesson. For your convenience, a list of these additional materials is included here. The number in parentheses indicates the first lesson in which the materials are used:

- thin-tipped green markers (one per student) (1)
- blank index cards (2)
- envelopes, plastic bags, or binder rings for each student's Tricky Word Cards (2)
- yellow index cards for Tricky Word Wall (2)
- magnetic letters, alphabet blocks, etc. (3; optional)
- kitchen timer (7)
- digital components: throughout this unit and others, whenever the lesson suggests the teacher model the completion of an activity page or prepare a chart to display, you may use the digital version provided on the program's digital components site. (1)

LESSON

1

BASIC CODE

Introduce /ee/ › 'ee'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read one-syllable words with /a/ > 'a', /e/ > 'e', /i/ > 'i', /o/ > 'o', and /u/ > 'u'. TEKS 1.2.B.i

Students will listen to and orally produce the /ee/ sound at the beginning, middle, and end of words. TEKS 1.2.A.vii

Students will read and write one-syllable words spelled with the vowel digraph / ee/ > 'ee'. TEKS 1.2.B.iii

Students will decode words with open syllables. TEKS 1.2.B.iii

Reading

As the teacher reads "Gran's Trips" aloud, students will identify features of a sentence, as well as answer questions about literal and evaluative questions about key details, characters, and main events of the story.

TEKS 1.6.G; TEKS 1.11.D.viii; TEKS 1.11.D.ix

Students will develop handwriting by printing legibly and leaving appropriate spaces between words. TEKS 1.2.F

FORMATIVE ASSESSMENT

Observation

Activity Page 1.2

Discussion Questions "Gran's Trips"
TEKS 1.6.G

Story Questions "Gran's Trips"
TEKS 1.6.G

TEKS 1.2.B.i Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences; **TEKS 1.2.A.vii** Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.11.D** Edit drafts using standard English conventions, including (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.2.F** Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Code Flip Book Review (Phonics)	Whole Group	10 min.	❑ Vowel Code Flip Book ❑ Individual Code Chart ❑ green markers
Introduce the Sound /ee/ (Phonological Awareness)	Whole Group	5 min.	
Introduce the Spelling /ee/ > 'ee' (Phonics)	Whole Group	10 min.	❑ Vowel Code Flip Book ❑ green markers ❑ Spelling Card for /ee/ > 'ee' (*bee*) ❑ Individual Code Chart
Practice /ee/ > 'ee' (Phonics)	Small Group	10 min.	❑ Activity Page 1.1 ❑ Individual Code Chart ❑ Small Group 1 /ee/ Words Chart (Digital Components)
Reading			
Introduce the Reader and Story	Whole Group	15 min.	❑ *Gran* Big Book ❑ *Gran* Reader ❑ Preview Spellings Chart (Digital Components)
Teacher Demonstration: Read "Gran's Trips"			
Review "Gran's Trips"	Whole Group	10 min.	❑ *Gran* Reader ❑ Activity Page 1.2
Take-Home Material			
Phrase Maker			❑ Activity Page 1.3

ADVANCE PREPARATION

Foundational Skills

- Organize Individual Code Charts for each student.
- You may wish to tab Vowel Code Flip Book pages 1–5 for the Warm-Up.

Digital Component 1.1

- Create the chart with /ee/ > 'e' word (Digital Component 1.1) for Group 1 students who complete Activity Page 1.1 early to illustrate, or use the digital version.
- Gather the Spelling Card listed in the Lesson at a Glance and green markers for Introduce the Spelling /ee/ > 'ee'.
- You may wish to tab Vowel Code Flip Book page 7 for Introduce the Spelling /ee/ > 'ee'.

Reading

- Load the story "Gran's Trips" from the *Gran* Reader from the Teacher Resources on the program's digital components site or prepare to display the *Gran* Big Book.
- Have a world map available to show the different locations of Gran's trips (Swiss Alps, Hong Kong, and the gulf of Mexico).

Digital Component 1.2

- Create the Preview Spellings chart (Digital Component 1.2) for Introduce the Story on the board/chart paper, or use the digital version.
- Prepare Discussion Questions Observation Record with students' names.

Universal Access

- Gather pictures of possible things that people can do in the Swiss Alps, Hong Kong, and the gulf of Mexico (skiing, mountain climbing, biking, shopping, swimming, etc.).
- Gather picture to illustrate the following words for Introduce the Sound /ee/: *eat*, *eagle*, *meat*, *bee*, *key*, *tree*, *cheek*, *bean*.

Lesson 1: Basic Code

Foundational Skills

35M

Primary Focus

Students will read one-syllable words with /a/ > 'a', /e/ > 'e', /i/ > 'I', /o/ > 'o', and /u/ > 'u'. **TEKS 1.2.B.i**

Students will listen to and orally produce the /ee/ sound at the beginning, middle, and end of words. **TEKS 1.2.A.vii**

Students will read and write one-syllable words spelled with the vowel digraph /ee/ > 'ee'. **TEKS 1.2.B.iii**

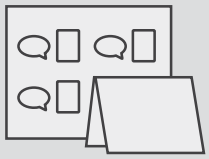
Students will decode words with open syllables. **TEKS 1.2.B.iii**

WARM-UP (10 MIN.)

Code Flip Book Review

- Before beginning the activity, take out and display the Vowel Code Flip Book within view of all students; ensure students have their Individual Code Charts.
- Remind students that the Individual Code Chart contains spellings for vowel sounds. Tell students that they can use their charts when they need reminders about how to sound out and write vowel spellings.
- Write the word *flat* on the board/chart paper. Tell students that if you came to this word and were unsure how to say it, you could use the Individual Code Chart to help figure out how to pronounce it. Point to the 'a' in *flat* and ask students to find this spelling on **page 1** in the **Individual Code Chart**. Ask students, "What example word is under this spelling?" *(hat)* If the letter 'a' for this word is pronounced like */a/* in *hat*, then I can try the same thing for this word: /f/ /l/ /a/ /t/, *flat*. Check to make sure it sounds right."
- Show students the /a/ > 'a' sound/spelling in the **Vowel Code Flip Book** on **page 1**.
- Review by saying, "This tells us that /a/ is spelled with the letter 'a' in written words. The power bar here shows me that this is a common way to write /a/, so if I was trying to spell and write a word with the /a/ sound (*flat, clap, snap*),

Code Materials



Support

Pull students struggling with identifying the correct sound in the Vowel Code Flip Book for small group practice with other words that contain short vowel spellings at another point in time.

Challenge

Display a list of words that students may use to practice using their Individual Code Charts independently, finding the appropriate short vowel spellings for each word. (*pen, pig, hog, jump, pan, ten, fog, bug, sit, lap*)

TEKS 1.2.B.i Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences; **TEKS 1.2.A.vii** Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

I would spell it with the letter 'a'." (In fact, it is the only spelling for */a/* taught in Grade 1; less common spellings such as 'au' as in *laugh* and *aunt* will be taught in later grades. This information can be deduced based on the fact that there are no other spots on the chart in this row for other ways to spell */a/*.)

- Review all of the remaining short vowel sound/spelling correspondences */e/*, */i/*, */o/*, */u/* using **Vowel Code Flip Book pages 2–5**.
- Tell students to keep their Individual Code Charts on their desks, as they will learn a new sound/spelling today.

INTRODUCE THE SOUND /EE/ (5 MIN.)

Hear Medial Sounds: /ee/ or /e/

- Tell students that today's sound is */ee/* as in *feet*.
- Have students say the */ee/* sound several times.
- Ask students to repeat the following words that have the */ee/* sound at the beginning: *eat, each, east, eagle*.
- Ask students to repeat the following words that have the */ee/* sound in the middle: *peace, greet, meat, heat*.
- Ask students to repeat the following words that have the */ee/* sound at the end: *bee, me, key, tree*.
- Ask students if they think */ee/* is a vowel sound or a consonant sound. (It is a vowel sound, made with an open mouth and an unobstructed flow of air.)
- Tell students that you are going to say a number of words. Some of the words will have the */ee/* sound as their middle sound and some will not.
- Have students close their eyes and listen carefully. Tell students to raise their hands when they hear a word that has the */ee/* sound as its middle sound.

Note: Remember that this is oral practice. Students are only listening for the */ee/* sound, not seeing the different spellings.

1. cheek
2. cheap
3. bed
4. meet
5. pin
6. deep
7. bean
8. hen

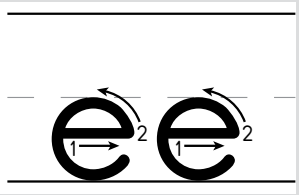
Support

If students have trouble hearing a word's middle sound, say the word in a segmented fashion: */ch/ . . . /ee/ . . . /k/*, and then repeat the word in its blended form, *cheek*.

Gather pictures of the words listed to provide students with visual support.

Challenge

For extra segmenting practice, have students segment each word before deciding if it contains the */ee/* sound.



Check for Understanding

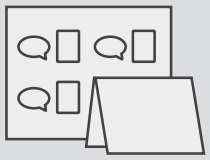
Have students close their eyes and listen carefully. Tell students to raise their hands when they hear a word containing the /ee/ sound.

INTRODUCE THE SPELLING /EE/ › 'EE' (10 MIN.) TEKS 1.2.B.iii

Teacher Modeling

- Tell students that you are going to show them how to write the /ee/ sound.
- Write 'ee' on handwriting guidelines, and explain that the two letters work together to stand for the /ee/ sound.
- Model drawing the spelling two or three more times, repeating the sound each time you write it.
- Turn to **Vowel Code Flip Book page 7** and put the Spelling Card /ee/ > 'ee' (*bee*) on the appropriate space. Have students read the sample word. Discuss the power bar. Explain that the mid-length power bar means that the /ee/ sound is sometimes spelled this way, but not always.

Code Materials



Vowel Code Flip Book	Individual Code Chart
1. /ee/ > 'ee' (*bee*) **page 7**	1. /ee/ > 'ee' (*bee*) **page 2**

- Have students trace the spelling on their desks with a pointed finger while saying the sound.
- Now have students find the 'ee' spelling on their **Individual Code Chart page 2** and trace the code information in green marker. Remind students that when they see 'ee' when reading, they can look at the Individual Code Chart if they need help remembering how to sound out this spelling.
- Tell students that whenever the spelling 'ee' appears on an activity page or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.

TEKS 1.2.B.iii Demonstrate and apply phonetic awareness by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

Note: You may have students who know that some of the words they listened to earlier, such as *eat*, are written with spellings other than 'ee'. If students point this out, congratulate them for recognizing this and already knowing other spellings for the /ee/ sound. Tell them they will learn these spellings for /ee/ at a later time, and for now they just have to focus on the 'ee' spelling.

PRACTICE /EE/ › 'EE' (10 MIN.)

Small Group

Activity Page 1.1

- Distribute Activity Page 1.1.
- Review how to write the spelling of /ee/.
- Instruct students to copy the spellings and words printed on the front of the activity page.
- As a class, look at the back of the activity page. Review the names of the pictures and ask students to read the words in the box at the top.
- Divide students into groups for small group time.

Group 1: Ask students who are able to do independent work to complete the activity page on their own or with a partner. If students finish early, they can illustrate and write a sentence about one of the words in the chart you prepared in advance.

Digital Component 1.1

1. feet	9. tree
2. green	10. deep
3. keep	11. feel
4. need	12. free
5. see	13. meet
6. seem	14. speed
7. sleep	15. street
8. three	16. week

Group 2: Have students who need more support form a group. Work through each item, asking students to read each word aloud and then repeat the word as they write it.

Lesson 1: "Gran's Trips"

Reading

25M

Primary Focus

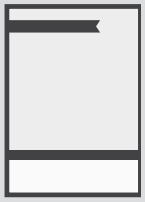
As the teacher reads "Gran's Trips" aloud, students will identify features of a sentence, as well as answer questions about literal and evaluative questions about key details, characters, and main events of the story.

TEKS 1.6.G; TEKS 1.11.D.viii; TEKS 1.11.D.ix

Students will develop handwriting by printing legibly and leaving appropriate spaces between words. **TEKS 1.2.F**

INTRODUCE THE READER AND STORY (5 MIN.)

Big Book



Page 2

- Load the digital version of the story "Gran's Trips" or use the *Gran* Big Book.
- Tell students that today they will begin reading a story from their new Reader, *Gran,* as you read aloud from the Big Book.
- Show students the cover and point to the title.
- Have students read the title, and then ask, "What do you think the name *Gran* is short for?" *(Grandma or Grandmother)*
- Tell students that this book has three main characters: Gran and her grandchildren, Josh and Jen. Remind students that characters are the main people in the story. In this book, Gran is very adventurous and likes to try new things.
- Show students the table of contents, pointing to the first story and reading the title "Gran's Trips."
- Remind students that a story's title often provides a clue as to what the story is about. Based on the title, ask students what they think this story might be about.
- Point to the apostrophe in *Gran's*. Tell students that this punctuation mark, which looks like a comma "up in the air" is called an apostrophe. It tells us that the next word after *Gran's*, *trips*, belongs to Gran. Write the following examples on the board/chart paper and have students explain what the apostrophe means in these examples: *Nat's cat* and *Beth's mom*.

TEKS 1.6.G evaluate details to determine what is most important with adult assistance; **TEKS 1.11.D** Edit drafts using standard English conventions, including (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; **TEKS 1.2.F** Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

- Using a map, show students the various places Gran has traveled: the Swiss Alps, Hong Kong, the gulf of Mexico. Talk about the different features of each place and possible things that Gran could do while visiting those places. The Swiss Alps has many high mountains covered with snow, Hong Kong is a big, busy city, and the gulf is a part of the ocean where the water is generally warm.

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

Digital Component 1.2

/ee/ > 'ee'	/ng/ > 'ng'	Tricky Words
see	Hong Kong	when
street		here
three		from
steep	cling	was
eels		which
feed		one
		where
		says
		there
		were
		what

Preview Core Vocabulary

- Before reading the story, preview the following vocabulary with students. Write each word on the board/chart paper for students to sound out, explain the meaning, and provide an example of the word used in a sentence.

shrugs—v., raises the shoulders up to show that a person does not know something, or does not care (2)
Example: When he doesn't know the answer, he shrugs his shoulders.

steep—adj., to have a sharp slope (4)
Example: On my hike, I walked up a steep hill.

Support

Model and then have students shrug.

slick—adj., slippery (4)
Example: After it rains, the ground is very slick.

cling—v., hold on very tightly (4)
Example: Cling to the rope so you don't fall.

eels—n., fish with bodies like snakes (8)
Example: I saw eels swim out of the hole in the rock.

Vocabulary Chart for "Gran's Trip"			
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary	eels	shrugs steep slick cling	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

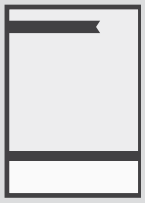
Purpose for Reading

- Tell students to listen to the story to find out what types of adventures Gran had in the Swiss Alps, Hong Kong, and the gulf.

TEACHER DEMONSTRATION: READ "GRAN'S TRIPS" (10 MIN.)

Whole Group

Reader



Page 2

- Before reading today's story, remind students that the tricky parts of Tricky Words are underlined to help us remember to be careful. Words with the new spelling, 'ee', are in bold print.
- Read the story once without interruption, running a finger or pointer beneath the words as you read them. Then use the following prompts and discussion questions as you read the story a second time.

Page 2

- **Jen shrugs.** Show me what it means to shrug. (Demonstrate for students.)
- **. . . cab on the street.** Here you see the 'ee' in *see* and *street* is bold.
- **"Gran is here!" Jen yells.** (Point to the exclamation point.) "What do we call this? What does it tell the reader to do?" *(exclamation point; read with excitement)*

Page 4

- **. . . were steep cliffs.** The Swiss Alps are part of a group of mountains in Switzerland, a country in Europe. The mountains are very tall and steep. Show me with your arms what it looks like if something is steep.
- **"Here is a snapshot"** In this snapshot, or picture, Gran is mountain climbing. This is a sport people do for fun.

Page 6

- **" . . . Hong Kong," says Gran.** Remember that Hong Kong is a very large city on the continent of Asia; many, many people live there.
- **"Here is a snapshot."** Victoria Harbour in Hong Kong has many bright lights and ships both big and small.

Page 8

- **" . . . feed the fish," says Gran.** Touch your nose if you can tell me which two words in this sentence have the 'ee' spelling for the long */ee/* sound. *(eels, feed)*
- **"Here is a snapshot."** Gran is scuba diving. Scuba diving is when a person can swim underwater, like a fish, by breathing oxygen through a mouthpiece, wearing a face mask to protect the eyes and keep water from getting up the nose.
- **" . . . see Josh and Jen!"** How do you think Josh, Jen, and Gran feel about seeing each other? What makes you think that?

Wrap-Up

- Use the following questions to guide discussion about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Provide students with quick context for the words in the phrases. Pictures can be used to demonstrate words for locations, such as the Swiss Alps, Hong Kong, and gulf of Mexico. As you show each picture, say the word and explain important features. Have students repeat the word after you.

ELPS 3.J; ELPS 4.F

ENGLISH LANGUAGE LEARNERS

Reading

Reading Closely

Beginning
Ask yes/no questions using simple phrases: "Did Gran just get back from three trips?" "Did Gran get to the top of a steep cliff?"

Intermediate
Provide students with specific sentence frames: "In Hong Kong, Gran saw _____." "In the gulf, Gran swam with _____."

Advanced/Advanced High
Encourage students to expand and/or build on other students' responses.

ELPS 2.H; ELPS 4.G

Discussion Questions for "Gran's Trips"

1. **Literal.** Who are the main characters in this story?
   - » Josh, Jen, and Gran are the main characters in this story.
2. **Literal.** What are Josh and Jen doing at the very beginning of the story?
   - » Josh and Jen are waiting for Gran to arrive at the very beginning of the story.
3. **Literal.** Where did Gran go before she came to see Josh and Jen?
   - » Gran took trips to the Swiss Alps, Hong Kong, and the gulf before she came to see Josh and Jen.
4. **Literal.** What did Gran do in the Swiss Alps?
   - » Gran climbed steep cliffs in the Swiss Alps.
5. **Literal.** What did Gran see in Hong Kong?
   - » Gran saw lots of ships and big lamps.
6. **Literal.** What did Gran do when she visited the gulf?
   - » Gran swam with eels and fed the fish when she visited the gulf.
7. **Evaluative.** I'm going to say some words. Give a thumbs-up on my signal if you think the word describes Gran, or keep your thumb down if you do not think it describes Gran. (Ask students to explain why they give a thumbs-up or -down.)
   - » Lazy, adventurous, fun, shy

Observation: Discussion Questions

Call on a different student to answer each question. Note student performance in the Discussion Questions Observation Record, indicating whether the question answered was literal, inferential, or evaluative, and whether the student answered in a complete sentence and cited evidence from the text.

REVIEW "GRAN'S TRIPS" (10 MIN.)

Story Questions Activity Page

- Distribute Activity Page 1.2.
- Explain that the activity page has questions about the story "Gran's Trips."
- Have students reread the story in their Readers and answer the questions. You may choose to have students work independently, with partners, or in a small group with you for added support.
- Remind students to answer the questions by using complete sentences.
- Tell students to be sure to print their answers legibly. **TEKS 1.2.F**

Activity Page 1.2

Support

In a small group, reread the story together. Read the questions together, having students point to the answer for each question in the text prior to writing the answer on their paper.

Activity Page 1.2: Story Questions

Collect Activity Page 1.2 to review and monitor student progress.

End Lesson

Take Home Material

PHRASE MAKER

- Have students take home Activity Page 1.3 to practice reading and writing phrases.

Activity Page 1.3

Lesson 1: Foundational Skills Remediation

Additional Support

PHRASES AND SENTENCES

- Write the phrases and sentences in the box on **index cards** or the board/chart paper. You may wish to add more: each should describe a motion or activity that students can act out or illustrate.

TEKS 1.2.F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

1. two left feet
2. meet and greet
3. deep sleep
4. no need
5. green grass
6. swim meet
7. Sweep up this mess!
8. Tim left last week.
9. That hill is steep.
10. Plant this seed.
11. I need three!
12. Is the pond deep?

MORE HELP WITH /EE/ › 'EE'

Beginning, Middle, or End

- Tell students you will say a word from the box.

1. eel
2. beet
3. peek
4. free
5. glee
6. three
7. sweet
8. green

- Have students echo the example word, noting where the sound/spelling occurs (beginning, middle, or end).
- Have students write the words on a piece of paper.

Match Me

- Provide each student with a set of letter cards for 'ee' and 'e' from **Activity Page TR 1.1**.
- Tell students you will say a word from the box.

1. step
2. steep
3. peel
4. pen
5. bee
6. beet
7. pet
8. meet
9. seed
10. Ted
11. beep
12. get

- Students should hold up the letter card for the spelling that corresponds with the vowel sound in the word, and say the sound.
- If students provide an incorrect answer, correct the error, and repeat the item.
- Repeat procedure with the remaining words.

MORE HELP WITH SHORT VOWEL SOUNDS

Matching

- Provide each student with a set of letter cards for 'a', 'e', 'i', 'o', and 'u' from **Activity Page TR 1.1**.
- Read each word aloud with students.
- Have students hold up the letter card for the spelling that corresponds with the vowel sound in the word.
- Remind students that they can use their **Individual Code Charts** to help determine the sound for the spellings in the words.

1. cat
2. bag
3. hen
4. tent
5. lid
6. kiss
7. frog
8. hot
9. bug
10. sun

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 453 and 546 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 463 and 563 of those words would be completely decodable.

Students have now been taught at least one way to write 31 of the 44 sounds in English.

The sound */ee/* is the 12th most common sound in English.

The sound */ee/* is spelled 'ee' approximately 9 percent of the time.

The spelling alternatives 'e' as in *me*, 'ea' as in *bead*, 'e_e' as in *scene*, 'y' as in *happy*, 'ie' as in *chief*, 'ei' as in receive, 'i_e' as in *machine*, 'ey' as in *key*, and 'i' as in *Maria* will be taught in later grades.

LESSON

2

GRAMMAR

Common and Proper Nouns

PRIMARY FOCUS OF LESSON

Language (Grammar)

- Students will identify common nouns in short phrases. TEKS 1.11.D.iii

Foundational Skills

Students will decode one-syllable words with /ee/ > 'ee', /e/ > 'e', /i/ > 'i'.

- TEKS 1.2.A.iv; TEKS 1.2.B.iii
- Students will read the following Tricky Words: he, she, be, me, we. TEKS 1.2.B.vi

Language (Grammar)

Students will identify the nouns in short phrases and will distinguish between

- common and proper nouns. TEKS 1.11.D.iii

Reading

As the teacher reads "The Pet" aloud, students will identify features of a sentence, identify nouns, and answer literal and inferential questions about key details of the

- story. TEKS 1.6.G; TEKS 1.8.C; TEKS 1.11.D.viii; TEKS 1.11.D.ix

FORMATIVE ASSESSMENT

Observation	**Discussion Questions Observation Record** "The Pet" TEKS 1.6.G
Activity Page 2.1	**Story Questions** "The Pet" TEKS 1.6.G

TEKS 1.11.D.iii Edit drafts using standard English conventions including singular, plural, common, and proper nouns; **TEKS 1.2.A.iv** Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (vi) identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.11.D** Edit drafts using standard English conventions, including (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Grammar)			
Warm-Up: Noun Identification	Whole Group	5 min.	
Foundational Skills			
Sound/Spelling Review (Phonics)	Whole Group	5 min.	❑ Large Letter Cards for 'p', 'c', 'g', 'a', 'i', 'o', 't', 'd', 'm', 'f', 'v', 's', 'z', 'h', 'b', 'l', 'r', 'w', 'e', 'u', 'j', 'y', 'x', 'k', 'ch', 'sh', 'th', 'ng', 'qu', 'ck', 'ff', 'll', 'ss', 'ee'
Teacher Chaining (Phonics)	Whole Group	10 min.	
Introduce Tricky Words: *He*, *She*, *Be*, *Me*, *We* (Word Recognition)	Whole Group	10 min.	❑ five blank index cards per student ❑ envelope, plastic bag, or binder ring per student
Language (Grammar)			
Identify Proper Nouns	Whole Group	10 min.	
Reading			
Introduce the Story	Whole Group	15 min.	❑ *Gran* Big Book ❑ *Gran* Reader ❑ Preview Spellings Chart (Digital Components)
Teacher Demonstration: Read "The Pet"			
Review "The Pet"	Whole Group	5 min.	❑ *Gran* Reader ❑ Activity Page 2.1
Take-Home Material			
Take-Home Story: "Gran's Trips"			❑ Activity Page 2.2

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Cards listed in the Lesson at a Glance chart for Sound/Spelling Review.
- Prepare five blank index cards and an envelope, plastic bag, or binder ring, for each student to use for Introduce Tricky Words. Students will need to save the Tricky Word cards they create in this unit for use in future units.

Reading

- Load the story "Gran's Trips" from the Teacher Resources on the program's digital components site or prepare to display the *Gran* Big Book.

Digital Component 2.1

- Create the Preview Spellings chart (Digital Component 2.1) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Gather pictures to support the following noun phrases for the Warm-Up: tall man, green grass, big book, small school, blue birds, red car, hot beach, pink flower, hot soup, yellow sun.
- Provide students with individual whiteboards for Introduce Tricky Words.
- Gather pictures of fangs or fangs from a Halloween costume to support vocabulary for Teacher Demonstration: Read "The Pet."

Start Lesson

Lesson 2: Common and Proper Nouns

Language

5M

Primary Focus: Students will identify common nouns in short phrases.

TEKS 1.11.D.iii

WARM-UP (5 MIN.)

Noun Identification

- Remind students that they have learned about a part of speech called a noun that can be a person, place, or thing.
- Say, "tall man," have students repeat the phrase, and ask them to identify which word is a noun. (Man is a noun.)
- Ask students if the noun man names a person, a place, or a thing. (It names a person.)
- Repeat with the remaining phrases.

Note: Remember this is an oral activity, and students should not be expected to read these phrases, as they are not yet decodable.

1. tall man	6. red car
2. green grass	7. hot beach
3. big book	8. pink flower
4. small school	9. hot soup
5. blue birds	10. yellow sun

Check for Understanding

Repeat each phrase, pausing after each word. As students identify the noun in each phrase, monitor responses and make note of students needing additional support identifying the noun in the phrase.

TEKS 1.11.D.iii Edit drafts using standard English conventions including singular, plural, common, and proper nouns.

ENGLISH LANGUAGE LEARNERS

Language

Using Nouns and Noun Phrases

Use pictures of tall man, green grass, big book, small school, blue birds, red car, hot beach, pink flower, hot soup, and yellow sun as a visual support during Noun Identification. Tell students that the answer to the question, "Who (or what) is this?" is the noun in the phrase. The other words in the phrase describe the noun.

ELPS 4.F

Lesson 2: Vowel Digraphs and Tricky Words

Foundational Skills

25M

Primary Focus

Students will decode one-syllable words with /ee/ > 'ee', /e/ > 'e', /i/ > 'i'. **TEKS 1.2.A.iv; TEKS 1.2.B.iii**

Students will read the following Tricky Words: he, she, be, me, we. **TEKS 1.2.B.vi**

SOUND/SPELLING REVIEW (5 MIN.)

Large Letter Cards

- Gather the Large Letter Cards listed in the Lesson at a Glance. Be sure to include vowel spellings and go over the 'ee' spelling for the sound /ee/ at least twice.
- Hold up each card and have students say the sound represented by the spelling on the card. If the spelling is a letter team, you could have students also name the letters.
- After students say the sound represented on each card, ask them to identify whether it is a vowel or consonant sound. (Students could hold up fingers depicting 'v' or a 'c' so you can monitor each student individually and give additional support as needed.)
- Sort the letter cards into two separate piles—vowel spellings and consonant spellings. Ask students whether they know more consonant or vowel spellings. (consonant)

TEACHER CHAINING (10 MIN.)

- Remind students that when we read a word that has the letter 'e', one 'e' is usually pronounced /e/, and the two 'e's side by side are usually pronounced /ee/.
- Write fed on the board/chart paper.
- Ask the students to read the word in their mind, first in a segmented fashion and then blended.
- Change 'e' to 'ee' to create the word feed.
- As you make this change, say, "If that is fed, what is this?"

TEKS 1.2.A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (vi) identifying and reading at least 100 high-frequency words from a research-based list.

- Ask students which sound or letter you changed in the word fed to get the word feed. Ask them whether you changed the first, middle, or last sound or letter.
- Continue the process with the remaining words.
- When you have come to the end of the first chain, erase the board and begin the next chain.

1. fed > feed > need > weed > wed > bed > bet > beet > feet > fit
2. step > steep > sleep > seep > seed > see > bee > fee > free > flee

INTRODUCE TRICKY WORDS: HE, SHE, BE, ME, WE (10 MIN.)

Tricky Word: *He*

- Write the Tricky Word he on the board/chart paper and ask students how they would pronounce it by blending. (They might say /h/ /e/: heh.)
- Explain that this word is actually pronounced /h/ /ee/, as in, "He is nice."
- Point to the letter 'h' and explain that it is pronounced /h/, as they would probably expect.
- Underline the letter 'e' and explain that it is the tricky part of the word. Ask students, "What sound do you expect to make when you read this spelling?"
- Students would probably expect this letter to be pronounced /e/. Say the word he as /h/ /e/, Ask students, "Does that sound right?" Tell students that he is a Tricky Word.
- Tell students that when reading he, they should try to remember to pronounce the letter 'e' as /ee/.
- Tell students that when writing he, they have to remember to spell the /ee/ sound with the letter 'e'.
- Have students copy the word on an index card and underline the tricky part of the word, 'e'.

Tricky Words: *She*, *Be*, *Me*, and *We*

- Write the word she on the board/chart paper. Ask students, "If this Tricky Word follows the same pattern as the word he, how would we read it?"
- Tell students that she is tricky in the same way that he is, meaning the letter 'e' is pronounced /ee/, and not /e/ as they would expect.
- Repeat these steps for the words be, me, and we.

Support

Add these Tricky Words to the Tricky Word Wall to provide students with a quick visual reference.

- Have students copy each word on an index card and underline the tricky part of the word.
- Have students place the index cards in front of them. Say one of the Tricky Words in a sentence and have students hold up the correct card. Have one student say a phrase or sentence that contains the Tricky Word.
- Have students keep the cards for later use.

Note: You may wish to write the tricky words he, she, be, me, and we on yellow index cards and add them to the Tricky Word Wall.

Support

Have students use individual whiteboards to write and erase each word as you do.

Lesson 2: Common and Proper Nouns

Language

10M

Primary Focus: Students will identify the nouns in short phrases and will distinguish between common and proper nouns. **TEKS 1.11.D.iii**

IDENTIFY PROPER NOUNS (10 MIN.)

- Remind students that they have learned about nouns that name people, places, or things.
- Explain that today students will learn about special kinds of nouns called proper nouns. They are called proper because they name someone or something specific.
- Say: "Jane and girl." Ask students which noun refers to a specific person. (Jane)
- Explain that Jane is a proper noun because it names a specific person.
- Explain that each person in the room has a proper noun for their name.
- Say a student's name and ask that student to raise his or her hand. Point out that not everyone has this name, so we know it refers to a specific person.
- Then say the word girl and ask all the girls in the class to raise their hands.
- Point out that the word girl refers to many students in the class, not just one. Therefore, it is not a proper noun.
- Repeat this procedure with a boy's name and the boys in the class.

Support

Modify this explanation if you have students with the same first name by referring to their full name.

TEKS 1.11.D.iii Edit drafts using standard English conventions including singular, plural, common, and proper nouns.

- Summarize the proper noun information by asking students why we have proper nouns. (Students should understand that there are particular or specific people or things that need to be named so they can be identified.)

Check for Understanding

Have students give an example of a proper noun as they transition to the next activity or exit the classroom.

Lesson 2: "The Pet"

Reading

20M

Primary Focus: As the teacher reads "The Pet" aloud, students will identify features of a sentence, identify nouns, and answer literal and inferential questions about key details of the story. **TEKS 1.6.G; TEKS 1.8.C; TEKS 1.11.D.viii; TEKS 1.11.D.ix**

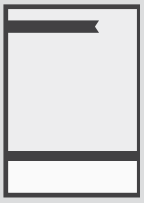
INTRODUCE THE STORY (5 MIN.)

- Load the digital version for Gran or take out the Big Book and display "The Pet."
- Show students the title of today's story and ask students to read the title to themselves, and then read it out loud to you.
- Tell students that today they are going to hear about a pet that Gran gets on one of her trips.

Preview Spellings

- Refer to the chart you prepared in advance to preview sound/spellings before reading the story.

Big Book



Page 10

TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.11.D** Edit drafts using standard English conventions, including (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences.

Digital Component 2.1

/e/ > 'e'	/ee/ > 'ee'	Tricky Words
pet	teeth	says
		when
		was
		what
		be
		no
		he
		are

Preview Core Vocabulary

- Preview the following vocabulary before reading today's story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

fangs—n., long and pointed teeth (12)
Example: The dog showed his fangs when he growled at the stranger.

Vocabulary Chart for "The Pet"			
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary		fangs	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

Purpose for Reading

- Tell students to listen to today's story to find out from where Gran gets a pet.

Support

Use pictures of fangs or fangs from a Halloween costume to provide a visual support for students.

TEACHER DEMONSTRATION: READ "THE PET" (10 MIN.)

Whole Group

- Read the story once without interruption, running a finger or pointer beneath the words as you read them. Then use the following prompts and discussion questions and read the story a second time.

Page 10

- **Gran says . . .** Point out the quotation marks that enclose Gran's statement and remind students that when quotation marks frame words in the text, they show the exact words that one of the characters is saying or said.
- **"What can it be?"** Remember that question marks come at the end of sentences that are questions.
- What is a proper noun on this page? (Jen, Gran, Josh) What is a noun that names a thing? (pet, fish, dog)

Page 12

- **". . . but he is long."** Think about it: what type of pet might not be big (motion something large with hands), but long (stretch arms out to show long)?
- **"Has he got teeth?"** Here the 'ee' is in bold print to remind us of this new spelling.
- **"That must be him!"** There is a special punctuation mark that comes at the end of a sentence that tells us the sentence is to be read with excitement. It is called an exclamation point. When we see it, it tells us to read the sentence with excitement. It sounds like this: (reread the sentence with excitement). Have students try to read the sentence with you, making sure to add excitement to their voice.

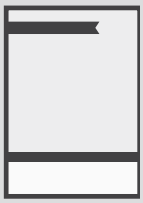
Wrap-Up

- Use the following questions to guide discussion about the story. Remind students to answer in complete sentences, restating part of the question in their answer:

Discussion Questions for "The Pet"

1. **Literal.** When did Gran get a pet?
   - » Gran got a pet on her trip.
2. **Literal.** Josh and Jen make guesses about the pet. What kind of pet do they think it might be?
   - » Josh and Jen guess that the pet might be a fish or a dog.
3. **Literal.** What do we know about how Gran's pet looks?
   - » We know that Gran's pet is not big, is long, and has fangs.
4. **Inferential.** What kind of animal do you think Gran brought? What hints are in the text?
   - » Answers may vary.

Reader



Page 10

ENGLISH LANGUAGE LEARNERS

Reading

Reading Closely

Beginning
Ask yes/no questions using simple phrases: "Did Gran get a pet on her trip?" "Is the pet big?"

Intermediate
Provide students with specific sentence frames: "The pet is not big, but he is _____." "The pet has _____."

Advanced/Advanced High
Encourage students to expand and/or build on other students' responses.

ELPS 2.H; ELPS 4.G

Observation: Discussion Questions

Call on a different student to answer each question. Note student performance in the Discussion Questions Observation Record, indicating whether the question answered was literal or inferential, and whether the student answered in a complete sentence and cited evidence from the text.

REVIEW "THE PET" (5 MIN.)

Activity Page 2.1

Story Questions Activity Page

- Distribute Activity Page 2.1.
- Explain that the activity page has questions about the story "The Pet."
- Have students reread the story in their Readers and answer the questions. You may choose to have students work independently, with partners, or in a small group with you for added support.
- Remind students to answer the questions by using complete sentences.
- On the back of the activity page is a picture from the story. You may have students retell the part of the story shown in the picture to a friend.

Support

In a small group, discuss the picture on the back of the activity page, using vocabulary that will help students retell that part of the story to a friend/partner. Provide sentence frames for students to guide their retell. (Josh and Jen are trying to _____.; The doorbell rang, and Gran is _____ .; Gran is _____ so the kids can see _____.)

Activity Page 2.1: Story Questions

Collect Activity Page 2.1 to review and monitor student progress.

End Lesson

Take-Home Material

TAKE-HOME STORY "GRAN'S TRIPS"

Activity Page 2.2

- Have students take home Activity Page 2.2 to read with a family member.

Lesson 2: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

Tricky Word Match Maker

- Make two copies of **Activity Page TR 2.1** for each pair of students, and cut apart the word cards.
- Shuffle the cards and lay them facedown on the table.
- Have students turn over two cards at a time, reading the words aloud and attempting to find a matching pair.
- If a student finds a match, the student can call out "Match," and keep the cards for the duration of the game.
- Continue play until all matches have been found.

Bean Bag Toss

- Make an enlarged copy of **Activity Page TR 2.1**, and cut apart the word cards.
- Spread the cards faceup on the floor.
- Have students toss a bean bag toward the cards, read aloud the card closest to where the bean bag lands, and collect the card.
- Continue play until all cards have been read and collected.

MORE HELP WITH /EE/ › 'EE'

Target Sounds

- Make one copy of **Activity Page TR 2.2** for each student and have them cut apart the cards.
- Have students spread the cards apart, placing the picture of the target at the top and the two letter cards below it.
- Tell students the target sounds for the activity are /e/ and /ee/. Review these sounds with students.
- Tell students you are going to say a number of words. Some words will contain /e/ and some will contain /ee/.

- Have students close their eyes and listen carefully.
- Tell students when they hear a word that contains /e/ or /ee/ they should open their eyes and place the card with the corresponding letter on the target. Students can say, "Bullseye!"

1. speed
2. cheek
3. check
4. bee
5. jet
6. yell
7. green
8. let
9. den
10. keep

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 463 and 563 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 479 and 607 of those words would be completely decodable.

The word he is one of the 10 most common words in most samples of written English. In a typical passage of 1,000 words, the word he occurs 10 to 33 times.

The word she is one of the 20 most common words in most samples of written English. In a typical passage of 1,000 words, the word she occurs 2 to 11 times.

The word we is one of the 40 most common words in most samples of written English. In a typical passage of 1,000 words, the word we occurs 9 to 15 times.

The word be is one of the 30 most common words in most samples of written English. In a typical passage of 1,000 words, the word be occurs 14 to 19 times.

The word me is one of the 60 most common words in most samples of written English. In a typical passage of 1,000 words, the word me occurs 5 to 8 times.

LESSON

3

BASIC CODE

Introduce /ae/ › 'a_e'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will listen to and orally produce the long vowel sound /ae/ sound at the beginning, middle, and end of words. TEKS 1.2.A.iii; TEKS 1.2.A.vii

Students will recognize words that begin with the same initial sound. TEKS 1.2.A.ii

Students will produce rhyming words. TEKS 1.2.A.i

Students will decode words with VCe syllables, reading and writing one-syllable words with the long vowel /ae/ > 'a_e'. TEKS 1.2.B.iii

As the teacher dictates words, students will segment and blend phonemes to form and write one-syllable words distinguishing between long vowel /ae/ and short vowel /a/ sounds. TEKS 1.2.B.iii

Students will decode words with VCe syllables. TEKS 1.2.B.iii

Reading

Students will reread "Gran's Trips" or "The Pet" with accuracy, appropriate rate, and expression; and will demonstrate comprehension by retelling the story to a partner. TEKS 1.4; TEKS 1.7.D

FORMATIVE ASSESSMENT

Activity Page 3.1 — **Digraph Dictation** TEKS 1.2.B.iii

Observation — **Anecdotal Reading Record** "Gran's Trips" or "The Pet" (Group 1) TEKS 1.4

TEKS 1.2.A Demonstrate phonological awareness by: (iii) distinguishing between long and short vowel sounds in one-syllable words; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (i) producing a series of rhyming words; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.D** Retell texts in ways that maintain meaning.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Introduce the Sound /ae/ (Phonological Awareness)	Whole Group	10 min.	
Introduce the Spelling /ae/ > 'a_e' (Phonics)	Whole Group	15 min.	❏ Vowel Code Flip Book ❏ Spelling Card 'a_e' > /ae/ (*cake*) ❏ Individual Code Chart ❏ green markers
Practice /ae/ > 'a_e' (Phonics)	Whole Group	15 min.	❏ Activity Page 3.1
Reading			
Reread "Gran's Trips" or "The Pet"	Small Group/ Partner	20 min.	❏ *Gran* Reader
Take-Home Material			
Take-Home Story: "The Pet"			❏ Activity Page 3.2

ADVANCE PREPARATION

Note to Teacher

In this lesson you will introduce the first of four separated digraphs, 'a_e' as in *game*. The two letters of each digraph are working together (as a letter team) to stand for a single sound, but the letters are separated from each other by another spelling. Reading words with separated digraphs therefore poses a new challenge to students. So far, students have been taught to read words from left to right, but in order to read words with separated digraphs, they need to begin scanning to the right and then glancing back again to the left. Students must practice this skill many times before it becomes automatic. Please note that this lesson does not contain a Warm-Up exercise.

Foundational Skills

- You may wish to tab Vowel Code Flip Book page 6 for Introduce the Spelling */ae/* > 'a_e'.
- Gather the Spelling Card listed in the Lesson at a Glance and green markers for Introduce the Spelling */ae/* > 'a_e'.

Reading

- Plan to assign students to small groups. Group 1 is for students who are experiencing some challenges. Group 2 is for students who are able to work more independently. These groups are flexible and should change to meet students' needs. Today you will work with students in Group 1, while students in Group 2 partner read.
- Prepare the Anecdotal Reading Record for use with students in Group 1 as they reread either "Gran's Trips" or "The Pet" aloud.

Universal Access

- Gather pictures of the following words for Introduce the Sound */ae/*: *ape, (ginger) ale, game, tape, cake, mane*.
- Gather magnetic letters, alphabet blocks, etc., for students who need extra support during Introduce the Spelling */ae/* > 'a_e'.

Lesson 3: /ae/ > 'a_e'

Foundational Skills

40M

Primary Focus

Students will listen to and orally produce the long vowel sound /ae/ sound at the beginning, middle, and end of words. **TEKS 1.2.A.iii; TEKS 1.2.A.vii**

Students will recognize words that begin with the same initial sound. **TEKS 1.2.A.ii**

Students will produce rhyming words. **TEKS 1.2.A.i**

Students will decode words with VCe syllables, reading and writing one-syllable words with the long vowel /ae/ > 'a_e'. **TEKS 1.2.B.iii**

As the teacher dictates words, students will segment and blend phonemes to form and write one-syllable words distinguishing between long vowel /ae/ and short vowel /a/ sounds. **TEKS 1.2.B.iii**

Students will decode words with VCe syllables. **TEKS 1.2.B.iii**

INTRODUCE THE SOUND /AE/ (10 MIN.)

Hear the New Sound /ae/ TEKS 1.2.A.i; TEKS 1.2.A.ii; TEKS 1.2.A.iii

Note: Remember this is oral practice. Students are only listening for the /ae/ sound, not seeing the different spellings. Tell students to listen carefully for the long *a* sound.

- Tell students that today's sound is /ae/ as in *late*.
- Have students say the /ae/ sound several times.
- Ask students to repeat the following words that have the /ae/ sound at the beginning: *aim*, *ape*, *ate*, *ale*. Tell students these words all have the same initial sound.
- Ask students to repeat the following words that have the /ae/ sound in the middle: *game*, *tape*, *cake*, *mane*.
- Ask students to repeat the following rhyming words and to notice that they have the /ae/ sound at the end: *may*, *play*, *day*, *stay*.
- Ask students if /ae/ is a vowel sound or a consonant sound. On your signal, students can use their fingers to depict a 'v' or 'c' to show if it is a vowel or consonant sound. (It is a vowel sound, made with an open mouth and no obstruction of airflow.)

Support

Gather pictures of the words listed to provide students with visual support.

TEKS 1.2.A Demonstrate phonological awareness by: (iii) distinguishing between long and short vowel sounds in one-syllable words; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (i) producing a series of rhyming words; **TEKS 1.2.B.iii** Demonstrate and apply phonetic awareness by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

Note: You may have students who know that some of the words they listened to earlier, such as *may*, are written with spellings other than 'a_e'. If students point this out, congratulate them for recognizing this and already knowing other spellings for the /ae/ sound. Tell them that they will learn these spellings for /ae/ at a later time, and for now they will focus on the 'a_e' spelling.

Check for Understanding

Have students share words with the /ae/ sound with their neighbor, and move around the room to monitor responses.

INTRODUCE THE SPELLING /AE/ › 'A_E' (15 MIN.) TEKS 1.2.B.iii

Teacher Modeling

- Tell students you are going to show them how to write the /ae/ sound.
- Explain that the spelling for /ae/ is a little different from the other spellings they have studied so far.
- Write 'a_e' on the board/chart paper, explaining that the two letters work together to stand for the /ae/ sound.
- Point out that you left a space between the letter 'a' and the letter 'e'.
- Explain that when you write an actual word, you will fill in the space with the spelling for the sound that comes after the /ae/ sound.
- Add 'g' and 'm' to make *game*.
- Explain that the letter 'a' and the letter 'e' work together (as a letter team) to stand for one sound, the /ae/ sound. They are working together even though there is a letter between them.
- Illustrate this by drawing a V-shaped mark connecting 'a' and 'e' (see illustration).
- Explain that the word *game* contains four letters ('g', 'a', 'm', 'e') but only three sounds (/g/ /ae/ /m/). Tap your fingers together to segment the word and demonstrate that *game* only has three sounds.
- Now write *bake*. Point to each spelling in *bake* as you say its sound: "/b/ (point to 'b' with your index finger), /ae/ (simultaneously point to 'a' with your index finger and 'e' with your middle finger), /k/ (point to 'k' with your index finger)."

If you prefer, you can use any of the following terms: split digraph, separated spelling, separate letter team, magic 'e' spelling.

TEKS 1.2.B.iii Demonstrate and apply phonetic awareness by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

- Draw a V-shaped mark connecting ‘a’ and ‘e’ in *bake*.
- Write the word *name* on the board/chart paper and explain that this is another example of the letter team ‘a’-space-‘e’ spelling for /ae/.
- Draw a V-shaped mark under *name* as you did with *game* and *bake*.
- Now ask students to help you spell the word *made*.
- Have students identify the first sound in *made*. Write ‘m’ on the board/chart paper.
- Have students identify the second sound in *made*.
- Once the /ae/ sound has been identified, write an ‘a’ on the board/chart paper next to the ‘m’.
- Explain that this letter ‘a’ is the first part of the spelling for /ae/. You will write the second part after you write the spelling for the sound that comes after the /ae/ sound.
- Have students identify the last sound in *made*. Write ‘d’ on the board/chart paper next to ‘a’.
- Explain that if you left the word like this, it would be pronounced *mad*. To spell *made*, you need to add the letter ‘e’.
- Remind students that the ‘a’ and ‘e’ work together as a team to stand for the /ae/ sound.
- Tell students that this kind of spelling is sometimes called a magic ‘e’ because the ‘e’ changes *mad* to *made*.
- Turn to **Vowel Code Flip Book page 6**. Show students the Spelling Card for /ae/ > ‘a_e’ (*cake*). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.
- Have students turn to **Individual Code Chart page 2**. Have them locate and trace the code information for /ae/ > ‘a_e’ with their green marker and read the example word.

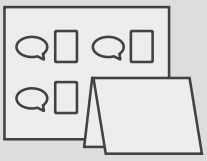
Vowel Code Flip Book	Individual Code Chart
1. /ae/ > ‘a_e’ (*cake*) **page 6**	1. /ae/ > ‘a_e’ (*cake*) **page 2**

- Tell students that whenever the spelling ‘a_e’ appears on an activity page or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.

Support

Provide students with magnetic letters, alphabet blocks, etc., to build the words and add the ‘e’ to change the vowel sound.

Code Materials



Challenge

Students can search for other /ae/ spelled ‘a_e’ words in other texts and write and illustrate the words.

PRACTICE /AE/ › 'A_E' (15 MIN.) TEKS 1.2.A.iii; TEKS 1.2.B.iii

Digraph Dictation

Note: Please complete this dictation activity page together with students as guided practice.

- Distribute Activity Page 3.1.
- Explain that each of the thick black lines on the page stands for one sound/spelling.
- Have students look at the example at the top of the page.
- Now say the word *mad*, hold up three fingers, and segment the word, /m/ /a/ /d/.
- Point out that the word *mad* contains three sounds and is spelled with three letters.
- Say the word *made*, hold up three fingers, and segment the word, /m/ /ae/ /d/.
- Point out that the word *made* also contains three sounds, but it is spelled with four letters.
- Draw attention to the caret or V-shaped mark under the word *made.*
- Explain that the V-shaped mark shows that the letters 'a' and 'e' are working together even though they are not right next to each other. Have students put their fingers on the 'a' and 'e' in the word *made*.
- Ask, "What do we call the letters 'a' and 'e' when they are working together?" *(letter team, separated digraph)*
- Explain that you will dictate, or say aloud, more word pairs and that you want students to write the words sound by sound on the lines.
- Say the word *can*, have students segment the word, and then write it on the lines after the arrow on the same row for item 1. Remind students that the /ae/ sound is spelled with the separated digraph 'a_e'.
- Say the word *cane*, have students segment the word, and then write it on the lines after the arrow on the same row for item 1. Remind students that the /ae/ sound is spelled with the separated digraph 'a_e'.
- Repeat with the remaining words. As you say and students write each word, use it in an oral sentence.

Activity Page 3.1

TEKS 1.2.A.iii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words; **TEKS 1.2.B.iii** Demonstrate and apply phonetic awareness by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

Note: Point out that each word pair has the same number of sounds, but not the same number of letters.

- After completing the dictation, ask students what happens when you add the magic 'e' to the end of the words with the */a/* sound. *(The addition of the magic 'e' changes the /a/ sound to the /ae/ sound.)*

1. can—cane
2. tap—tape
3. fat—fate
4. rat—rate
5. plan—plane

Support

Students who have a difficult time segmenting might find it useful to touch their arm as they say each sound. Have them touch their shoulder, elbow, and wrist for each sound, then blend through the word starting at the shoulder and swiping downward while saying the word.

Activity Page 3.1: Digraph Dictation

Collect Activity Page 3.1 to review and monitor student progress.

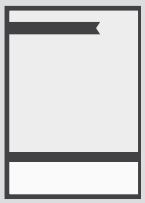
Lesson 3: "Gran's Trips" or "The Pet"

Reading

20M

Primary Focus: Students will reread "Gran's Trips" or "The Pet" with accuracy, appropriate rate, and expression; and will demonstrate comprehension by retelling the story to a partner. **TEKS 1.4; TEKS 1.7.D**

Reader



Page 2, Page 10

Support

Provide *wh*– question words (*Who? Where? What?*) to help students retell the story they chose to reread. Model how to use the *wh*– question words to remember to include important information in their retell. (*Who* reminds us to tell about important characters. *Where* reminds us to tell where the story took place. *What* reminds us to tell what happened first, next, and last in the story.)

REREAD "GRAN'S TRIPS" OR "THE PET" (20 MIN.)

Small Group

- Ask students to turn to the table of contents and locate and read the title of the first story in the Reader. *("Gran's Trips")* Ask them to also put a finger on the page number where they can find the beginning of that story. *(page 2)*
- Repeat for the story "The Pet." *(page 10)*
- Instruct students that they will either be meeting with you in a small group, or choosing one of the two stories to read independently or with a partner.

Group 1: Work with students who need additional support. Reread either "Gran's Trips" or "The Pet."

Group 2: Have students reread "Gran's Trips" or "The Pet" independently or with a partner.

TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level texts; **TEKS 1.7.D** Retell texts in ways that maintain meaning.

Observation: Anecdotal Reading Record

Use the Anecdotal Reading Record provided in the Teacher Resources section to record notes as you listen to Group 1 students read. Make specific note of any words misread by students, recording the word they said instead; analyze errors later for any specific letter-sound confusions.

End Lesson

Take-Home Material

TAKE-HOME STORY: "THE PET"

- Have students take home Activity Page 3.2 to read with a family member.

Activity Page 3.2

Lesson 3: Foundational Skills Remediation

Additional Support

PHRASES AND SENTENCES

- Write the phrases and sentences in the box on **index cards** or the board/chart paper. You may wish to add more: each should describe a motion or activity that students can act out or illustrate.

1. sweet grapes
2. a hot flame
3. a blade of grass
4. Shake hands.
5. fun and games
6. Take the cake.
7. late to bed
8. the name of the game
9. All cranes have long necks.
10. We went in a deep cave.
11. Once I swam in a lake.
12. Will he wave at me from the bus?
13. We ate lunch in the shade.
14. She got lost in a maze once.
15. The skates are on sale.
16. Who ate Dave's cake?

MORE HELP WITH /AE/ SPELLED 'A_E' TEKS 1.2.B.iii

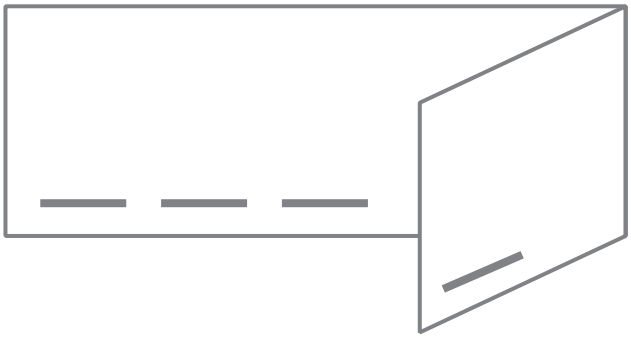
Match Me

- Provide each student with a set of letter cards for 'a_e' and 'a' from **Activity Page TR 1.1.**
- Follow the procedure in Additional Support Lesson 1 using the words in the box.

1. at	7. man
2. ate	8. mane
3. pan	9. pal
4. pane	10. pale
5. tape	11. plan
6. tap	12. plane

Magic 'e' Strips

- Cut paper strips for students (e.g., cut **index cards** in half lengthwise).
- Prepare the strips ahead of time, folding and placing guidelines for students to write the word pairs.
- The guidelines will ensure letter size and spacing works with the fold.

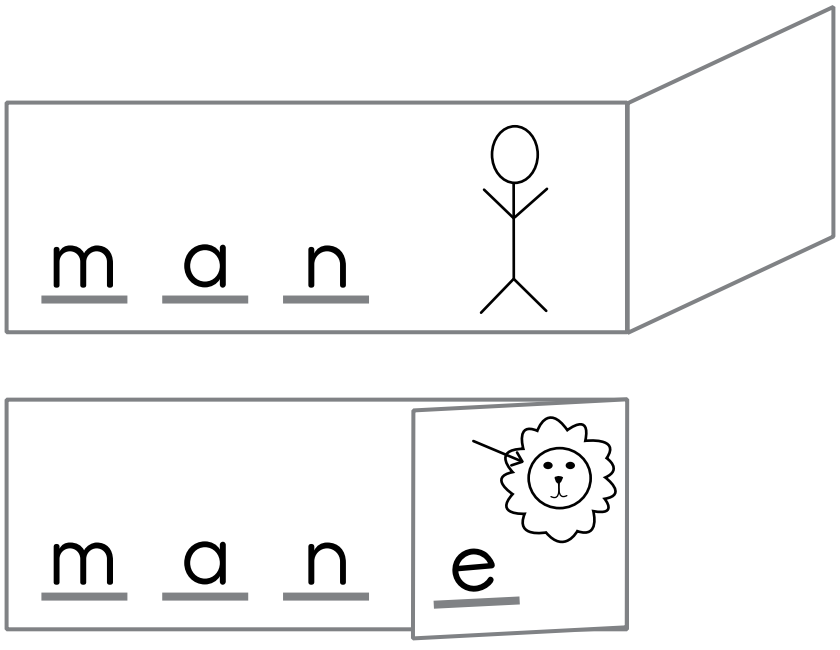


- Use the word pairs in the box.

TEKS 1.2.B.iii Demonstrate and apply phonetic awareness by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

1. man—mane
2. pan—pane
3. cap—cape
4. tap—tape
5. mad—made
6. Sam—same
7. plan—plane
8. mat—mate

- First, say the short vowel word and have students spell the word on the guidelines before the fold.
- Have students read the word aloud once it is spelled.
- Next, have students fold the strip and write a magic 'e' on the final guideline.
- Have students read the new word spelled by creating a separated digraph with the addition of the magic 'e'.
- **Option:** Have students illustrate the word pairs with a quick sketch on their magic 'e' strips. If strips have the word pair already written, then students should practice reading the words without (unfolded) and with (folded over) the magic 'e'.



Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 479 and 607 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 495 and 622 of those words would be completely decodable.

Students have now been taught at least one way to write 32 of the 44 sounds in English.

The sound /ae/ is the 25th most common sound in English.

The sound /ae/ is spelled 'a_e' approximately 25 percent of the time.

The spelling alternatives 'a' as in the word *acre*, 'ai' as in the word *rain*, and 'ay' as in the word *bay* will be taught at the end of Grade 1.

The spelling alternatives 'ey' as in the word *hey*, 'ea' as in the word *great*, and 'eigh' as in the word *eight* will be taught in Grade 2.

LESSON

4

REVIEW

Common Nouns and /ae/ › ‘a_e’

PRIMARY FOCUS OF LESSON

Language (Grammar)

Students will demonstrate knowledge of nouns by identifying the nouns in oral phrases. TEKS 1.11.D.iii

Foundational Skills

Students will demonstrate knowledge of the ‘a_e’ vowel pattern by decoding words with the letter-sound correspondences */a/* > ‘a’ and */ae/* > ‘a_e’.

TEKS 1.2.A.iv; TEKS 1.2.B.i

Reading

Students will read “King” with purpose and understanding, and will answer oral and written literal, inferential, and evaluative questions about the story.

TEKS 1.4; TEKS 1.6.A; TEKS 1.6.G

FORMATIVE ASSESSMENT

Observation	**Discussion Questions Observation Record** “King” TEKS 1.6.G
Observation	**Anecdotal Reading Record** “King” (Group 2) TEKS 1.2.B.i
Activity Page 4.1	**Story Questions** “King” TEKS 1.6.G

TEKS 1.11.D.iii Edit drafts using standard English conventions including singular, plural, common, and proper nouns; **TEKS 1.2.A.iv** Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed; **TEKS 1.2.B.i** Decoding words in isolation and in context by applying common letter-sound correspondences; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Grammar)			
Warm-Up: Noun Identification	Whole Group	5 min.	
Foundational Skills			
Pop-Out Chaining (Phonics)	Whole Group	15 min.	❑ Large Letter Cards for 'm', 'n', 't', 'd', 'c', 'p', 'l', 'r', 'h', 'a', 'e'
Reading			
Introduce the Story	Whole Group	20 min.	❑ *Gran* Big Book ❑ *Gran* Reader ❑ Preview Spellings Chart (Digital Components)
Teacher Demonstration: Read "King"			
Review "King"	Small Group/ Partner	20 min.	❑ *Gran* Reader ❑ Activity Page 4.1

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards listed in the Lesson at a Glance chart for Pop-Out Chaining.

Reading

- Load the story "King" from the Teacher Resources on the program's digital components site or prepare to display the *Gran* Big Book.

Digital Component 4.1

- Create the Preview Spellings chart (Digital Component 4.1) for Introduce the Story on the board/chart paper, or use the digital version.
- Today you will work with students in Group 2, listening to them read while Group 1 students partner read. Prepare the Anecdotal Reading Record for use with students in Group 2.

Universal Access

- Gather pictures or objects to illustrate the nouns used in the Noun Identification activity: *cold rain, long skirt, small school, dog barks, window breaks, white shirt, phone rings, kids swim.*

Lesson 4: Common Nouns

Language

5M

Primary Focus: Students will demonstrate knowledge of nouns by identifying the nouns in oral phrases. **TEKS 1.11.D.iii**

WARM-UP (5 MIN.)

Noun Identification

- Tell students that you will review nouns. Ask students what a noun is. *(person, place, or thing)*
- Say the phrase, "big feet". Have students repeat the phrase and ask them to say which word is a noun. Students should reply, "*Feet* is a noun."
- Ask students if the noun *feet* names a person, place, or a thing. *(It names a thing.)*
- Repeat with the remaining phrases.

Note: Remember this is an oral activity. Students should not be expected to read these phrases, as they are not yet decodable.

1. cold rain	5. window breaks
2. long skirt	6. white shirt
3. small school	7. phone rings
4. dog barks	8. kids swim

ENGLISH LANGUAGE LEARNERS

Language

Using Nouns and Noun Phrases

Use pictures or objects to illustrate the phrases as a visual support. Tell students that the answer to the question, "Who or what is this?" is the noun in the phrase. The other words in the phrase describe the noun or tell us what the noun is doing. **ELPS 4.F**

Check for Understanding

Thumbs-Up/Thumbs-Down: Repeat the phrases, pausing after each word. Have students give a thumbs-up if the word is a noun and a thumbs-down if the word is not a noun.

TEKS 1.11.D.iii Edit drafts using standard English conventions including singular, plural, common, and proper nouns.

Lesson 4: Chaining with /ae/ > 'a_e'

Foundational Skills

15M

Primary Focus: Students will demonstrate knowledge of the 'a_e' vowel pattern by decoding words with the letter-sound correspondences /a/ > 'a' and /ae/ > 'a_e'.

TEKS 1.2.A.iv; TEKS 1.2.B.i

POP-OUT CHAINING (15 MIN.) TEKS 1.2.B.i

Note: For this chaining exercise, you will call the letter 'e' of the digraph 'a_e' the magic letter 'e'. The 'e' is magical because it can change the vowel sound /a/, as in *at*, into the vowel sound /ae/, as in *ate*.

- Using the Large Letter Cards you gathered in advance, review each sound as you pass them out.
- Hand one student the 'e' card, and tell them that they now hold the magic 'e'.
- Tell students that you will ask students holding the letter cards to come to the front of the room to spell some words. Explain that the student with the magic 'e' card has a special job. After each word is made with the other Large Letter Cards, you will say "Alakazam!" which means that the student with the magic 'e' card should jump up and add the magic 'e' to the end of the word, thus changing the vowel sound and making a new word.
- Say the word *at*. Tell students who are holding cards with spellings in the word *at* to go to the front of the room and stand in the order needed to spell the word *at*. Ask the class to sound out and read the word.
- Tell students that you are going to magically change the vowel sound in the word. Say, "Alakazam!" and have the holder of the magic 'e' stand at the end to create the word *ate*.
- Ask, "Even though they aren't side by side in this word, which two letters are working together as a team?"
- Have students holding the 'a' and the 'e' step forward and stand side by side.
- Point out that the 'a' and 'e' in the word *ate* work together to stand for the sound /ae/.

Large Letter Cards

Support

While some of the students are making the words with the Large Letter Cards, the other students could be using small letter cards, alphabet magnets, or letter tiles to be making the same words.

TEKS 1.2.A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed; **TEKS 1.2.B.i** Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter sound correspondences.

Note: Pop-out chaining allows for extra practice segmenting words. Start by standing behind students holding the Large Letter Cards. To segment the word, hold your hand over the head of each student holding a card, saying the sound each letter represents as a class. When you arrive at the first letter of the separated digraph, hold one hand over the student holding the vowel card and the other hand over the student holding the magic 'e' card at the same time. You may point out that your arms are making a V-shaped mark similar to what students have seen in the activity pages.

- Repeat this process with the remaining word pairs.
- Allow several different students to take a turn playing the magician holding the magic letter 'e'. You may also want to redistribute the other Large Letter Cards midway into the activity, so more students have a chance to be actively involved.

1. can > cane
2. plan > plane
3. mad > made
4. rat > rate
5. hat > hate
6. cap > cape

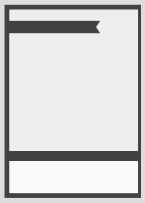
Lesson 4: "King"

Reading

40M

Primary Focus: Students will read "King" with purpose and understanding, and will answer oral and written literal, inferential, and evaluative questions about the story. **TEKS 1.4; TEKS 1.6.A; TEKS 1.6.G**

Big Book



Page 14

INTRODUCE THE STORY (5 MIN.)

- Load the digital version for *Gran* or take out the Big Book and display "King."
- Remind students that at the end of the last story, "The Pet," we learned that Gran was getting a pet on her trip. Ask students what they learned in the last story about the pet that Gran is getting. *(He has fangs and is long; he is not a dog or a fish.)*
- Tell students that today they will hear about a pet Gran got on her trip.

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance.

Digital Component 4.1

/ee/ > 'ee'	/ae/ > 'a_e'	Tricky Words
sweet	crate	there
eek	takes	here
	snake	who
	scared	from
	safe	are
		one
		we

Preview Core Vocabulary

- Preview the vocabulary before reading the story. After introducing the vocabulary, you may ask students to use the word in a sentence to demonstrate understanding of the new vocabulary.

crate—n., a large container, usually made of wood, used to ship or send something (14)

Example: The bike was sent to me in a crate.

Vocabulary Chart for "King"			
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary			crate
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

Purpose for Reading

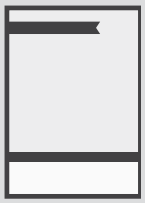
- Tell students to listen carefully to find out what kind of pet Gran gets on her trip.

TEACHER DEMONSTRATION: READ "KING" (15 MIN.)

Whole Group

- Read the story once without interruption, running a finger or pointer beneath the words as you read them. Read the story a second time using the guided reading supports.

Reader



Page 14

Page 14

- **". . . big crate."** What's another word for the word *crate*?
- **"Yep!" says Gran.** Look at the quotation marks around the word *Yep*. Why are the marks used? *(They show exactly what Gran said.)* Several of Gran's sentences on this page end in exclamation marks. What does this tell us about how Gran is feeling right now? *(excited)*
- Who can tell me a noun on this page that is *not* proper that names a person? *(man)* Who can tell me a proper noun on this page that names a person? *(Gran*, *Jen*, *Josh)*

Page 16

- **"King is a snake!"** How does Josh feel about King being a snake? How do you know? *(happy; he says, "Sweet!")* Explain that this use of the word *sweet* means "great" or "wow."
- **"I'm scared of snakes!"** How does Jen feel about King? How do you know? *(scared; she says, "Eek!" and that she is scared of snakes)*
- What nouns on this page name a thing? *(lid*, *crate*, *snake*, *pet)*
- I see many words on this page that have the letter team 'a_e'. (Point to the word *takes* and cover the 'e' and 's' with your hand.) If I remove the 'e' and 's' from this word, how would we say this word? (/t/ /a/ /k/). If I add the magic 'e' to *tak*, how do we now say this word? (/t/ /ae/ /k/) Good! Let's practice with another word. (Practice this with either the word *safe* or *snake*.)

Wrap-Up

- Use the following questions to guide discussion about the story. Remind students to answer in complete sentences, restating part of the question in their answer.
- After asking a question, ask a student to locate and point to the answer in their Reader. Then choose a student to read the actual text in the Big Book that provides the answer to the questions. Remember to encourage students to answer using complete sentences and restating part of the question in their answer.

ENGLISH LANGUAGE LEARNERS

Reading

Offering Opinions

Beginning
Ask students what they think of King, providing the sentence frame "I think King is _____."

Intermediate
Encourage students to state their opinion of having King as a pet, providing the sentence frame: "I think/don't think King is a _____ pet because _____."

Advanced/Advanced High
Ask students to state whether they agree or disagree with prior students' responses, adding their opinion of why or why not King would be a good/bad pet.

ELPS 3.G

Discussion Questions for "King"

1. **Literal.** What kind of pet did Gran get on her trip?
   - » Gran got a pet snake.
2. **Literal.** How does King arrive?
   - » The pet was delivered in a big crate by a man.
3. **Literal.** What does King look like?
   - » King is long and black.
4. **Inferential.** What do Josh and Jen think of King?
   - » Josh is happy about King, and Jen is scared of King.
5. **Evaluative.** How does Gran feel about King? How do you know?
   - » Answers may vary, but we can predict she's happy.

Observation: Discussion Questions

Call on a different student from Group 2 to answer each question. Note student performance in the Discussion Questions Observation Record, indicating whether the question answered was literal, inferential, or evaluative, and whether the student answered in a complete sentence and cited evidence from the text.

REVIEW "KING" (20 MIN.)

Story Questions Activity Page

- Distribute Activity Page 4.1
- Explain that the activity page has questions about the story "King".
- Have students reread the story in their student Readers and answer the questions.
- Remind students to answer the questions by using complete sentences. Encourage students to look back in the story if they need help. On the back they can draw a picture in the box and write a sentence about their illustration below.

Activity Page 4.1

Group 1: Have students work with a partner to reread "King" and complete Activity Page 4.1.

Group 2: Work with students to reread "King" and complete Activity Page 4.1.

Observation: Anecdotal Reading Record

Use the Anecdotal Reading Record provided in the Teacher Resources section to record notes as you listen to Group 2 students read. Make specific note of any words misread by students, recording the word they said instead; analyze errors later for any specific letter-sound confusions.

Activity Page 4.1: Story Questions

Collect Activity Page 4.1 from Group 1 and evaluate it for student understanding of the story.

End Lesson

Lesson 4: Foundational Skills Remediation

Additional Support

MORE HELP WITH VOWEL DIGRAPHS

Word Sort with Digraphs

- Write decodable words that contain these sounds on **index cards**, one word per card: */a/* and */ae/*.
- For the sound pair */a/—/ae/*, label a box with the spelling 'a' and another box with the spelling 'a_e'.
- Ask students to read the words on the cards and determine if the words contain the */a/* sound or the */ae/* sound.
- Have students place the word cards in the appropriate boxes.
- Repeat with the remaining sound pairs.

1. rat—rate
2. pan—pane
3. mat—mate
4. at—ate
5. can—cane
6. cap—cape
7. man—mane
8. pal—pale
9. mad—made
10. tap—tape

MORE HELP WITH ORAL READING

Silly Voices

- Make a copy of **Activity Page TR 4.1** and cut the picture cards apart.
- Provide students with the *Gran* Reader, and help them find "Gran's Trips" or "The Pet."
- Have students choose or draw a Silly Voices Card to determine the voice they will use for reading aloud.
- Students read aloud independently, with a partner, or to the teacher.
- Partner reading options may include:
  - Take turns reading the entire story.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Read chorally, keeping voices together to read the story.

1. **Cowboy:** Sit in your chair like you are riding a horse and use a country accent.
2. **Scuba Diver:** Vibrate your pointer finger on your lips as you read.
3. **Sick Person:** Hold your nose and sound all stuffed up.
4. **Opera Singer:** Use big arm motions and a grand singing voice.
5. **Rock Star:** Play your air guitar while you read.
6. **Robot:** Move your arms like a robot and use a monotone voice.
7. **Ghost:** Use a spooky voice.
8. **Teacher:** Point to the words and use a teacher voice.

Feel free to add any other voices you or your students think of!

Support

The task of applying a silly voice requires notable cognitive effort. Silly Voices should be used to motivate students to revisit text that is already very familiar from prior instruction and rereading. If students are not already reading the text with high accuracy, then rereading without silly voices to first establish ease with word recognition is appropriate.

LESSON

5

TRICKY WORDS

Introduce: They and Their

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will segment and blend phonemes to form one-syllable words with */a/* and */ae/*. TEKS 1.2.A.v; TEKS 1.2.A.vii

Students will distinguish between long and short vowel sounds in one-syllable words. TEKS 1.2.A.iii

Students will decode words with */a/* > 'a', and */ae/* > 'a_e'. TEKS 1.2.A.iv; TEKS 1.2.B.i; TEKS 1.2.B.iii

Students will read the following Tricky Words: *they*, *their*. TEKS 1.2.B.vi

Reading

Students will read "Where Is King?" with purpose and understanding, and will answer literal and inferential questions about the text.

TEKS 1.4; TEKS 1.6.A; TEKS 1.8.C

FORMATIVE ASSESSMENT

Observation	**Discussion Questions Observation Record** "Where Is King?" TEKS 1.8.C
Observation	**Anecdotal Reading Record** "Where Is King?" (Group 1) TEKS 1.2.B.i
Activity Page 5.1	**Story Questions** "Where Is King?" TEKS 1.8.C

TEKS 1.2.A Demonstrate phonological awareness by: (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; (iii) distinguishing between long and short vowel sounds in one-syllable words; (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by decoding words (i) in isolation and in context by applying common letter-sound correspondences; (iii) with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (vi) identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Pop-Out Chaining (Phonics)	Whole Group	10 min.	❑ Large Letter Cards for 'm', 'n', 't', 'c', 'f', 'p', 'l', 'a', 'e'
Introduce Tricky Words: *They*, *Their* (Word Recognition)	Whole Group	10 min.	❑ two blank index cards per student ❑ Tricky Word cards from previous lessons for each student
Reading			
Introduce the Story	Whole Group	25 min.	❑ *Gran* Big Book ❑ *Gran* Reader ❑ Preview Spellings Chart (Digital Components)
Teacher Demonstration: Read "Where is King?"			
Review "Where Is King?"	Small Group/ Partner	15 min.	❑ *Gran* Reader ❑ Activity Page 5.1
Take-Home Material			
Tricky Words			❑ Activity Page 5.2

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards listed in the Lesson at a Glance chart.
- Gather the Tricky Word cards from previous lessons for each student.
- Provide two blank index cards for each student to use in the Tricky Word activity.

Reading

- Load the story "Where Is King?" from the Teacher Resources on the program's digital components site or prepare to display the *Gran* Big Book.

Digital Component 5.1

- Create the Preview Spellings chart (Digital Component 5.1) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Gather pictures or object to illustrate *den* and *vase* for Preview Core Vocabulary.

Lesson 5: Tricky Words: *They, Their*

Foundational Skills

20M

Primary Focus

Students will segment and blend phonemes to form one-syllable words with /a/ and /ae/. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Students will distinguish between long and short vowel sounds in one-syllable words. **TEKS 1.2.A.iii**

Students will decode words with /a/ > 'a', and /ae/ > 'a_e'. **TEKS 1.2.A.iv; TEKS 1.2.B.i; TEKS 1.2.B.iii**

Students will read the following Tricky Words: *they*, *their*. **TEKS 1.2.B.vi**

POP-OUT CHAINING (10 MIN.) TEKS 1.2.A.iii

- Using the Large Letter Cards you gathered in advance, review each sound as you pass them out.
- Ask, "Which vowel spelling have we learned about that acts as a magic letter? Why do we say it acts like magic?" *('e'; It changes the vowel sound of a word.)*
- Remind the student with the magic 'e' card that when you say "Alakazam!" the student is to jump up, lift up the card, or turn around to reveal the letter on his or her card.
- Say the word *can* and have students spell the word in the front of the room and stand in correct order. Ask the class to read the word.
- Tell students that you are going to magically change the vowel sound in the word. Say, "Alakazam!" and have the student with the Large Letter Card 'e' stand at the end of the word *can* to create the word *cane*.
- Ask, "Even though they aren't side by side in this word, which two letters are working together as a team?"
- Have the students holding the 'a' and 'e' step forward and stand side by side.
- Point out that the 'a' and 'e' in the word *cane* work together to stand for the sound /ae/. Ask, "What do we call the 'a' space 'e' spelling? Why do we call it this?" *(letter team/separated digraph; They are a team because they work together to make the /ae/ sound)*

Large Letter Cards

TEKS 1.2.A Demonstrate phonological awareness by: (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; (iii) distinguishing between long and short vowel sounds in one-syllable words; (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by decoding words (i) in isolation and in context by applying common letter-sound correspondences; (iii) with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (vi) identifying and reading at least 100 high-frequency words from a research-based list.

Note: Pop-out chaining allows for extra practice segmenting words. Start by standing behind students holding the Large Letter Cards. To segment the word, hold your hand over the head of the each student holding the cards, saying the sound each letter represents as a class. When you arrive at the first letter of the separated digraph, hold one hand over the student holding the vowel card and the other hand over the student holding the magic 'e' card at the same time. You may point out that your arms are making a V-shaped similar to what students have seen in the activity book pages.

- Repeat this process with the remaining word pairs.
- Redistribute the Large Letter Cards midway in the activity, and allow several different students to take a turn playing the magician with the magic letter 'e'. Remind students that words with a_e make a long a vowel sound.

Challenge

Have students brainstorm other words on their own that can have an 'e' added to the end to change the vowel sound.

1. man > mane
2. pan > pane
3. pal > pale
4. at > ate
5. cap > cape
6. tap > tape
7. fat > fate
8. nap > nape

Check for Understanding

After completing the word pairs, ask, "What happens when you add 'e' to the end of a word?" *(It changes the other vowel sound.)* Ask students to think and then share with a neighbor. Monitor responses, and note students who may need extra guidance.

INTRODUCE TRICKY WORDS: THEY, THEIR (10 MIN.)

Tricky Word: *They*

Support

Add these Tricky Words to the Tricky Word Wall to provide students with a quick visual reference.

- Write the Tricky Word *they* on the board/chart paper and ask students how they would pronounce this word by blending. (They might say something like /th/ /e/ /y/.)
- Explain that this word is actually pronounced /th/ /ae/ as in, "*They* are my friends."
- Circle the letter team 'th' and explain that it is pronounced /th/, as students might expect.

- Underline the letters ‘e’ and ‘y’ and explain that they are the tricky part of the word. Students would probably expect these letters to be pronounced /e/ /y/, but they are pronounced /ae/.
- Tell students that when reading *they*, they should try to remember to pronounce the letters ‘e’ and ‘y’ as /ae/.
- Tell students that when writing *they*, they have to remember to spell the /ae/ sound with the letters ‘e’ and ‘y’.
- Have students copy the word on an index card and underline the tricky part of the word.

Tricky Word: *Their*

- Write the Tricky Word *their* on the board/chart paper and ask students how they would pronounce it by blending. (They might say something like /th/ /e/-/i/ /r/.)
- Explain that this word is actually pronounced /th/ /e/ /r/ as in, “*Their* parents are at home.”
- Explain that this word is pronounced exactly like the Tricky Word *there* that was taught in Unit 1. *There* is spelled differently and has a different meaning. Give two examples: “The cat is *there* by the house,” vs. “This is *their* cat.”
- Circle the letter team ‘th’ and explain that it is pronounced /th/, as they would probably expect.
- Underline the letters ‘e’ and ‘i’ and explain that they are the tricky part of the word. They would probably expect these letters to be pronounced /e/ /i/, but they are pronounced /e/.
- Circle the letter ‘r’ and explain that it is pronounced /r/, as they would probably expect.
- Tell students that when reading *their*, they have to remember to pronounce the letters ‘e’ and ‘i’ as /e/.
- Tell students that when writing *their*, they have to remember to spell the /e/ sound with the letters ‘e’ and ‘i’.
- Have students copy the word on an index card and underline the tricky part of the word.

Practice

- Have students place the index cards with *they* and *their* in front of them.
- Explain that you will say one of the Tricky Words and that you want the students to hold up the card for that word.
- Say one of the Tricky Words and have students hold up the correct card. Have one of the students say a phrase or sentence that contains the Tricky Word. Say ten more sentences with these Tricky Words to your class.
- Ask students to **Turn and Talk** to use the Tricky Words *they* and *their* in oral sentences.
- Have students store the index cards for later use with their other Tricky Word cards.

Note: You may wish to write the Tricky Words *they* and *their* on yellow index cards and add them to the Tricky Word Wall.

Challenge

Review some of the other Tricky Words students have already learned.

Check for Understanding

As students **Turn and Talk**, circulate throughout the room, listening for correct pronunciation and grammatically correct use of tricky words *they* and *their*.

Lesson 5: "Where Is King?"

Reading

40M

Primary Focus: Students will read "Where Is King?" with purpose and understanding, and will answer literal and inferential questions about the text.

TEKS 1.4; TEKS 1.6.A; TEKS 1.8.C

Big Book

Page 18

INTRODUCE THE STORY (5 MIN.)

- Load the digital version for *Gran* or take out the Big Book and display "Where Is King?"
- Ask students to turn to the table of contents and find the story that comes after "King." Have them read the title to themselves. Ask a student to read the title out loud. Ask students, "What page would I turn to if I wanted to read 'Where is King?'" *(page 18)*

TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.

- Tell students that today they will read a story about Josh, Jen, and Gran trying to find King, Gran's pet snake.

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

Digital Component 5.1

/k/	/ae/ > 'a_e'	/ee/ > 'ee'	Tricky Words
'c'—crate	crate	peeks	there
	vase	see	where
'ck'—back	snake		here

Preview Core Vocabulary

- Preview the vocabulary before reading the story. After introducing the vocabulary, you may ask students to use each word in a sentence to demonstrate understanding of the new vocabulary.

den—n., a room in a house where people relax (20)
Example: The family sat in the den to watch TV after dinner.

peeks—v., takes a quick look (24)
Example: The girl peeks through the window.

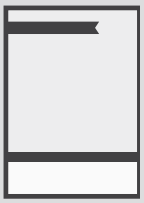
vase—n., a container used to hold flowers or serve as decoration (24)
Example: Mom put her flowers into the vase with water.

Vocabulary Chart for "Where Is King?"			
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary		peeks	vase
Multiple-Meaning Core Vocabulary Words		den	
Sayings and Phrases			

Purpose for Reading

- Tell students to listen carefully to find out if Josh, Jen, and Gran find King.

Reader



Page 18

ENGLISH LANGUAGE LEARNERS

Reading

Selecting Language Resources

Beginning
Tell where Josh, Jen, and Gran found King, using one of the words *den*, *peeks*, or *vase*.

Intermediate
Encourage students to retell part of the story "Where is King?" to a friend, using one of the words *den*, *peeks*, and *vase* in their retell.

Advanced/Advanced High
Ask students to retell the story "Where is King?" using text evidence to support their retell.

ELPS 3.I; ELPS 4.G

TEACHER DEMONSTRATION: READ "WHERE IS KING?" (20 MIN.)

Whole Group

- Read the story as a class, one page at a time, allowing students to take turns reading aloud. Encourage students to read with expression, and model this for them if necessary. The rest of the class should follow along in their Readers as a classmate reads aloud.
- Pause at the end of each page to discuss the text and illustration.

Wrap-Up

- Use the following questions to guide discussion about the story. Remind the students to answer in complete sentences, restating part of the question in their answer:

Discussion Questions for "Where Is King?"

1. **Inferential.** Why did Gran ask for help?
   - » Gran asked for help because her pet snake was not in his crate; he was lost.
2. **Literal.** Who did Gran ask for help?
   - » Gran asked Jen and Josh for help.
3. **Literal.** Where did they look for King?
   - » They looked in the pots and pans and in the den.
4. **Evaluative.** Josh says he thinks King went back to the pet shop. Do you think King would go back to the pet shop? Why or why not?
   - » Answers may vary.
5. **Literal.** Where did they find King?
   - » They found King in a big vase.

Observation: Discussion Questions

Call on a different student to answer each question. Note student performance in the Discussion Questions Observation Record, indicating whether the question answered was literal, inferential, or evaluative, and whether the student answered in a complete sentence and cited evidence from the text.

REVIEW "WHERE IS KING?" (15 MIN.)

Small Group

- Distribute Activity Page 5.1.
- Explain that the activity page has questions about the story "Where Is King?"
- Have students reread the story and answer the questions. Please encourage students to write in complete sentences.
- On the back of the activity page is a picture from the story. Students should retell the part of the story shown in the picture.

Group 1: Work with students needing additional support as they reread the story and complete Activity Page 5.1.

Observation: Anecdotal Reading Record

Use the Anecdotal Reading Record provided in the Teacher Resources section to record notes as you listen to Group 1 students read. Make specific note of any words misread by students, recording the word they said instead; analyze errors later for any specific letter-sound confusions.

Group 2: Have students work on their own or with a partner to complete Activity Page 5.1.

Activity Page 5.1: Story Questions

Collect and evaluate Activity Page 5.1 from Group 2 to review and monitor student progress.

Activity Page 5.1

Support

In a small group, discuss the picture on the back of the activity page, using vocabulary that will help students retell that part of the story to a friend/partner. Students needing additional support may copy text from the Reader that goes with the picture to practice handwriting and reading.

End Lesson

Take-Home Material

TRICKY WORDS

Activity Page 5.2

- Have students take home Activity Page 5.2 to complete with a family member.

Lesson 5: Foundational Skills Remediation

Additional Support

MORE HELP WITH CHAINING

Teacher Chaining

- Write *ate* on the board.
- Ask a student to read the word.
- Erase the 't' and add 'p' to create *ape*.
- As you make this change, say, "If that is *ate*, what is this?"
- Ask students what change you made to the word *ate* to get the word *ape*.
- Continue this process until all of the words in the first chain have been spelled.
- When you have come to the end of the first chain, erase the word and begin the next chain.

1. ate > ape > cape > shape > shame > same > name > came > fame > frame
2. rake > sake > snake > stake > take > bake > cake > fake > flake > flame
3. mate > mane > pane > sane > same > tame > game > came > cane > crane

MORE HELP WITH TRICKY WORDS

Green Light, Yellow Light

- Print a copy of **Activity Page TR 5.1** for each student on green card stock. Cut apart the word cards.

- Print a copy of **Activity Page TR 5.2** for each student on yellow card stock. Cut apart the word cards.
- Explain that the green cards are printed with regular words and can be read by blending. Green means go.
- Explain that the yellow cards are printed with Tricky Words. Yellow means proceed with caution.
- Shuffle the cards and have students read them one at a time.
- When students select a green card they may say, "Green, go!" before reading the word.
- When students select a yellow card they may say, "Yellow, careful!" before reading the word.

PROGRESS MONITORING (OPTIONAL)

- Make a copy of the Word Cards for Progress Monitoring 1 (**Activity Page TR 5.3**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 1 (**Activity Page TR 5.4**) for each student you are assessing.
- Working one-on-one, model with the sample item.
- Show the cards to the student one at a time and have the student read the word aloud. Use the Record Sheet to record each word as the student reads.
- Place a check next to each word read correctly.
- For misread words, write exactly what the student says as the word is sounded out. If the student misreads a word, prompt them to try to read the word again, letting them know their first attempt was incorrect.
- Students may benefit from the supports utilized during instruction such as blending motions and representing sounds with objects (e.g., Push and Say). Demonstrate and encourage their use while modeling with the sample item if needed. The goal is for students to eventually be capable of completing the tasks without physical supports or, at least, utilizing the supports independently (without your prompt).

Scoring: Scoring is based on one point assigned for every vowel digraph in a word which is read correctly. Interpret scores as follows:

- 9 or 10 points—excellent
- 8 points—good
- 6 or 7 points—fair
- Less than 6 points—poor

Goal: Achieve scores of good or excellent (8 points or more).

Scores of 7 or less indicate additional reteaching and reinforcement is required.

Further analyze student errors to determine whether there are one or more particularly problematic sound/spellings. The subtotals for targeted sound/spellings at the bottom of the Record Sheet facilitate the identification of specific problem areas.

Also examine whether there are mispronunciations occurring more frequently in a given position in words. For example, does the student read the initial sound correctly, but misread the medial and/or final sound?

Finally, examine whether the student succeeded in reading words correctly on the second attempt. If so, the student may be rushing and may benefit from explicit instruction to slow down and look at each letter in a word sequentially, left to right.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 495 and 622 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 501 and 630 of those words would be completely decodable.

The word *they* is one of the 20 most common words in most samples of written English. In a typical passage of 1,000 words, the word *they* occurs 4 to 9 times.

The word *their* is one of the 60 most common words in most samples of written English. In a typical passage of 1,000 words, the word *their* occurs 0 to 4 times.

LESSON

6

BASIC CODE

Introduce /ie/ > 'i_e'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will listen to, produce, and distinguish words with the long vowel /ie/ sound. TEKS 1.2.A.vii

Students will read and write one-syllable words with the long vowel /ie/ > 'i_e'. TEKS 1.2.B.iii

As the teacher dictates words, students will segment and blend phonemes to form and write one-syllable words with long vowel /ie/ and short vowel /i/ sounds. TEKS 1.2.B.iii

Reading

Students will read "The Swim Meet" with purpose and understanding, and will answer literal and inferential questions about the story. TEKS 1.7.C; TEKS 1.8.C

FORMATIVE ASSESSMENT

Activity Page 6.1	**Digraph Dictation** TEKS 1.2.B.iii
Observation	**Anecdotal Reading Record** "The Swim Meet" TEKS 1.2.B.iii
Activity Page 6.2	**Story Questions** "The Swim Meet" TEKS 1.7.C; TEKS 1.8.C
Observation	**Discussion Questions** "The Swim Meet" TEKS 1.7.C; TEKS 1.8.C

TEKS 1.2.A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Introduce the Sound /ie/ (Phonological Awareness)	Whole Group	5 min.	
Introduce the Spelling /ie/ > 'i_e' (Phonics)	Whole Group	20 min.	❑ Vowel Code Flip Book ❑ Spelling Card /ie/ > 'i_e' (*bite*) ❑ Individual Code Chart ❑ green markers ❑ chart paper
Practice /ie/ > 'i_e' (Phonics)	Whole Group	15 min.	❑ Activity Page 6.1
Reading			
Introduce the Story	Whole Group	5 min.	❑ *Gran* Reader ❑ Preview Spellings Chart (Digital Components)
Read "The Swim Meet"	Partner	15 min.	❑ *Gran* Reader ❑ Activity Page 6.2
Take-Home Material			
Tricky Words			❑ Activity Page 6.3

ADVANCE PREPARATION

Foundational Skills

- You may wish to tab Vowel Code Flip Book page 8.
- Have the Spelling Card listed in the Lesson at a Glance chart, Individual Code Charts, and green markers readily available.

Reading

- Plan how you will pair students for partner reading.

Digital Component 6.1

- Create the Preview Spellings chart (Digital Component 6.1) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Gather pictures of the words *pine, five, cat, tin, dine, bed, line,* and *lane* as a visual support during Introduce the Sound /ie/.
- Gather pictures of people on starting blocks and swimming in lanes during a swim meet to use in Introduce the Story

Lesson 6: Basic Code

Foundational Skills

40M

Primary Focus

Students will listen to, produce, and distinguish words with the long vowel /ie/ sound. **TEKS 1.2.A.vii**

Students will read and write one-syllable words with the long vowel /ie/ > 'i_e'. **TEKS 1.2.B.iii**

As the teacher dictates words, students will segment and blend phonemes to form and write one-syllable words with long vowel /ie/ and short vowel /i/ sounds. **TEKS 1.2.B.iii**

INTRODUCE THE SOUND /IE/ (5 MIN.)

Hear the New Sound /ie/

Note: Remember that this is oral practice. Students are only listening for the /ie/ sound, not seeing the different spellings.

- Tell students that today they will focus on the sound /ie/ as in *time*.
- Have students say the /ie/ sound several times.
- Ask students to repeat the following words that have the /ie/ sound at the beginning: *ice*, *item*, *idea*, *island*.
- Ask students to repeat the following words that have the /ie/ sound in the middle: *bike*, *nice*, *sign*, *time*.
- Ask students to repeat the following words that have the /ie/ sound at the end: *pie*, *fly, tie*, *try*.
- Ask students if /ie/ is a vowel sound or a consonant sound. (It is a vowel sound, made with an open mouth and an unobstructed airflow.)
- Tell students that you are going to say a number of words. Some of the words will have the /ie/ sound as their middle sound and some will not.
- Have students close their eyes and listen carefully.
- Tell students to raise their hands when they hear a word that has the /ie/ sound as its middle sound.

TEKS 1.2.A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

Note: You may have students who know that some of the words they listened to earlier, such as *fly*, are written with spellings other than 'i_e'. If students point this out, congratulate them for recognizing this and already knowing other spellings for the /ie/ sound. Tell them that they will learn these spellings for /ie/ at a later time, and for now they just have to focus on the 'i_e' spelling.

1. pine
2. five
3. cat
4. tin
5. dine
6. bed
7. line
8. lane

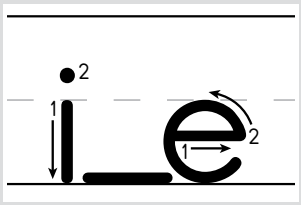
Check for Understanding

Have students close their eyes and listen carefully. Tell students to raise their hands when they hear a word containing the /ie/ sound.

INTRODUCE THE SPELLING /IE/ › 'I_E' (20 MIN.)

Teacher Modeling

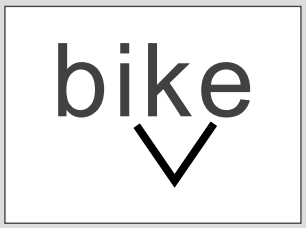
- Tell students you are going to show them how to write the /ie/ sound.
- Explain that today's spelling is another separated spelling, or magic 'e' spelling, like 'a_e' in *name*.
- Write 'i_e' on handwriting guidelines, and explain that the two letters work together to stand for the /ie/ sound.
- Point out that you left a space between the letter 'i' and the letter 'e' and explain that when you write an actual word, you will fill in the space with the spelling for the sound that comes after the /ie/ sound.



Support

If students have trouble hearing a word's middle sound, say the word in a segmented fashion: /p/ . . . /ie/ . . . /n/. Then repeat the word in its blended form: *pine*.

Gather pictures of a pine tree, cat, number five, tin can, someone dining, bed, line, and lane to provide visual support.



- Add ‘b’ and ‘k’ to spell the word *bike*.
- Read the word and explain that the letter ‘i’ and the letter ‘e’ work together to stand for one sound, the /ie/ sound, even though there is a letter between them.
- Illustrate this by drawing a V-shaped mark connecting the ‘i’ and ‘e’. (see illustration)
- Point to each spelling as in the word *bike* as you say its sound: “/b/ (point to ‘b’ with your index finger), /ie/ (simultaneously point to ‘i’ with your index finger and ‘e’ with your middle finger), /k/ (point to ‘k’ with your pointer finger).”
- Explain that the word *bike* contains four letters (‘b’, ‘i’, ‘k’, ‘e’), but only three sounds (/b/, /ie/, /k/).
- Now write the word *time* on the board/chart paper, and explain that this is another example of the ‘i’-space-’e’ spelling for the /ie/ sound.
- Draw a V-shaped mark under *time* as you did with *bike*. Ask students to read the word *time* with you.
- Ask students to help you spell the word *pine*.
- Say the word *pine* and have students identify the first sound. Write ‘p’ on the board/chart paper.
- Have students identify the second sound in the word *pine*.
- Once the /ie/ sound has been identified, write an ‘i’ on the board/chart paper next to the ‘p’.
- Explain that the letter ‘i’ is the first part of the spelling for the /ie/ sound. You will write the second part after you write the spelling for the sound that comes after the /ie/ sound.
- Have students identify the last sound in the word *pine*. Write an ‘n’ on the board/chart paper next to the ‘i’.
- Explain to students that if you left the word like this, it would be pronounced *pin*. To spell the word *pine* you need to add the letter ‘e’.
- Remind students that ‘i’ and ‘e’ work together to stand for the /ie/ sound.

Note: If you prefer, you can use any of the following terms: split digraph, separated spelling, split spelling, separate letter team, split letter team.

- Turn to **Vowel Code Flip Book page 8**, and show students the Spelling Card for /ie/ > 'i_e' (*bite*). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.
- Have students turn to **Individual Code Chart page 2**. Have them trace the code information for /ie/ > 'i_e' in green marker and read the example word.

Vowel Code Flip Book	Individual Code Chart
1. /ie/ > 'i_e' (*bite*) **page 8**	1. /ie/ > 'i_e' (*bite*) **page 2**

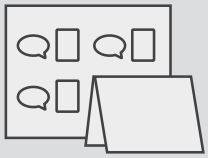
- Tell students that whenever the spelling 'i_e' appears in the Activity Book or a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.
- Summarize this part of the lesson by reviewing all of the new vowel digraphs that have been introduced. On the board/chart paper, list each digraph and then ask students for examples of words which include these digraphs.

PRACTICE /IE/ › 'I_E' (15 MIN.)

Digraph Dictation

- Distribute Activity Page 6.1.
- Explain that each thick black line on the page stands for one sound/spelling.
- Have students look at the example at the top of the page.
- Say the word *pin,* hold up three fingers, and segment the word, /p/ /i/ /n/.
- Point out that the word *pin* contains three sounds and is spelled with three letters.
- Say the word *pine,* hold up three fingers, and segment the word, /p/ /ie/ /n/.
- Point out that the word *pine* also contains three sounds but is spelled with four letters.
- Draw attention to the V-shaped mark under the word *pine*.
- Explain that this V-shaped mark shows that the letters 'i' and 'e' are working together even though they are not right next to each other. They are a letter team.
- Explain that you will dictate, or say, more word pairs and that you want students to write the words sound by sound on the lines. As you say and students write each word, use it orally in a sentence.

Code Materials



ee	weed, bee, feet
a_e	game, fade, name
i_e	pine, five, lime

Activity Page 6.1

Support

Students who have a difficult time segmenting might find it useful to touch parts of their arm (shoulder, elbow, wrist) as they say each sound, then blend through the word starting at the shoulder and swiping downward.

Note: Point out that each word pair has the same number of sounds but not the same number of letters.

1. kit —kite
2. fin—fine
3. shin—shine
4. slid—slide
5. spin—spine

Activity Page 6.1: Digraph Dictation

Collect Activity Page 6.1 to review and monitor student progress.

Lesson 6: "The Swim Meet"

Reading

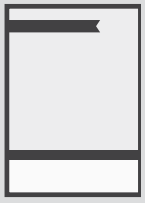
20M

Primary Focus: Students will read "The Swim Meet" with purpose and understanding, and will answer literal and inferential questions about the story.

TEKS 1.7.C; TEKS 1.8.C

INTRODUCE THE STORY (5 MIN.)

Reader



Page 26

Note: Students will read today's story with a partner. You may wish to review the partner reading routines before they read the story.

- Ask students if they are familiar with a swim meet (a swimming race or competition). Tell students that today they will read a story with a partner about a swimming race. Explain that in a swim competition, people swim in a pool that has been divided into different lanes. Explain that each swimmer in the race swims in a straight line in their own lane. The lanes have floats that go straight down the pool so people know where their own swim lane is located. Using the illustration on page 27, point out that at the start of each race, the swimmers stand on top of starting blocks until the signal to go is given.

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

Support

Gather pictures of people on starting blocks and swimming in lanes during a swim meet to use as visual support as you introduce the story.

TEKS 1.7.C Use text evidence to support an appropriate response; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.

Digital Component 6.1

/ie/ > 'i_e'	/ae/ > 'a_e'
like	lane
lines	make
five	wave
dive	
time	
smile	

Purpose for Reading

- Tell students to read the story to discover if Josh or Jen win the swim meet.

READ "THE SWIM MEET" (15 MIN.)

Partner Reading

- Have students read today's story with a partner. Tell students that when they finish reading the story, they should complete Activity Page 6.2. If they finish early, they may reread earlier stories from *Gran*.

Observation: Anecdotal Reading Record

Use the Anecdotal Reading Record provided in the Teacher Resources section to record notes as you listen to each student read. Make specific note of any words misread by students, recording the word they said instead; analyze errors later for any specific letter-sound confusions.

Wrap-Up

- Call students who have finished the story and activity page back together as a group.
- Review Activity Page 6.2. You may also wish to use the following questions to guide discussion about the story.

Challenge

Have students write and illustrate two sentences (or more) about a swim meet, possibly imagining they are swimming in the meet.

Activity Page 6.2

ENGLISH LANGUAGE LEARNERS

Reading

Reading Closely

Beginning
Ask yes/no questions using simple phrases: "Did Josh win?" "Did Jen win?"

Intermediate
Provide students with specific sentence frames: "Josh and Jen swim as fast as _____." "They did not win, but they had _____."

Advanced/Advanced High
Encourage students to expand and/or build on other students' responses.

ELPS 2.H; ELPS 4.G

Discussion Questions for "The Swim Meet"

1. **Literal.** Where are the kids at the start of the race?
   - » up on blocks
2. **Inferential.** What do you think the beep is at the swim meet?
   - » the sound to tell them to go
3. **Literal.** What do the kids do at the beep?
   - » dive in
4. **Literal.** Does Josh or Jen win the race?
   - » neither does
5. **Literal.** What do Josh and Jen do at the end of the race?
   - » smile and wave

Activity Page 6.2: Story Questions

Collect Activity Page 6.2 to review and monitor student progress.

Observation: Discussion Questions

Call on a different student to answer each question. Note student performance in the Discussion Questions Observation Record, indicating whether the question answered was literal or inferential, and whether the student answered in a complete sentence and cited evidence from the text.

End Lesson

Take-Home Material

TRICKY WORDS

- Have students take home Activity Page 6.3 to complete at home with a family member.

Activity Page 6.3

Lesson 6: Foundational Skills Remediation

Additional Support

PHRASES AND SENTENCES

- Write the phrases and sentences in the box on **index cards** or the board/chart paper. You may wish to add more: each should describe a motion or activity that students can act out or illustrate.

1. life in the fast lane
2. rise and shine
3. on a dime
4. Time will tell.
5. Take sides.
6. Stand in line.
7. green slime
8. That is a big slide!
9. Mike and Abe ran a mile.
10. What time is it?
11. I got slimed!
12. The prize is a bike.
13. Jim likes his kite.
14. We ride the bus to class.

MORE HELP WITH /IE/ › 'I_E'

Match Me

- Provide each student with a set of letter cards for 'i_e' and 'i' from **Activity Page TR 1.1**.
- Follow the procedure in Additional Support Lesson 1 using the words in the box.

1. hid
2. hide
3. quit
4. quite
5. tin
6. tine
7. his
8. hive
9. Tim
10. time
11. win
12. wide

Magic ‘e’ Strips

- Follow instructions in Additional Support for Lesson 3.

1. dim—dime
2. fin—fine
3. kit—kite
4. pin—pine
5. rip—ripe
6. shin—shine
7. slim—slime
8. spin—spine

Code Knowledge

Before today’s lesson: If students read 1,000 words in a trade book, on average between 501 and 630 of those words would be completely decodable.

After today’s lesson: If students read 1,000 words in a trade book, on average between 510 and 645 of those words would be completely decodable.

Students have now been taught at least one way to write 33 of the 44 sounds in English.

The sound /ie/ is the 27th most common sound in English.

The sound /ie/ is spelled ‘i_e’ approximately 34 percent of the time.

The spelling alternatives ‘i’ as in the word *behind*, ‘igh’ as in the word *sigh*, ‘ie’ as in the word *pie*, and ‘y’ as in the word *shy* will be taught in later grades.

LESSON

7

GRAMMAR, REVIEW

Common and Proper Nouns and Tricky Words

PRIMARY FOCUS OF LESSON

Language (Grammar)

Students will distinguish between proper nouns and common nouns, and will identify proper and common nouns in sentences. TEKS 1.11.D.iii

Foundational Skills

Students will read decodable phrases featuring words with long vowel patterns; and will read previously taught Tricky Words accurately. TEKS 1.2.B.iii; TEKS 1.2.B.vi

Reading

Students will read "At the Reef" with purpose and understanding, and will answer literal, inferential and evaluative questions about the story.

TEKS 1.6.F; TEKS 1.6.G

FORMATIVE ASSESSMENT

Observation	**Discussion Questions** "At the Reef" TEKS 1.6.G
Observation	**Anecdotal Reading Record** "At the Reef" (Group 2) TEKS 1.2.B.iii
Activity Page 7.1	**Story Questions** "At the Reef" TEKS 1.6.G

TEKS 1.11.D.iii Edit drafts using standard English conventions including singular, plural, common, and proper nouns; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (vi) identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Grammar)			
Warm-Up: Identify Proper Nouns	Whole Group	5 min.	
Foundational Skills			
Wiggle Cards (Phonics)	Whole Group	5 min.	❑ Wiggle Cards
Tricky Word Baseball (Word Recognition)	Whole Group	15 min.	❑ Tricky Word cards ❑ timer
Reading			
Introduce the Story	Whole Group	15 min.	❑ *Gran* Big Book ❑ *Gran* Reader ❑ Preview Spellings Chart (Digital Components)
Teacher Demonstration: Read "At the Reef"			
Review "At the Reef"	Small Group/ Partner	20 min.	❑ *Gran* Reader ❑ Activity Page 7.1
Take-Home Material			
Take-Home Story: "The Swim Meet"			❑ Activity Page 7.2

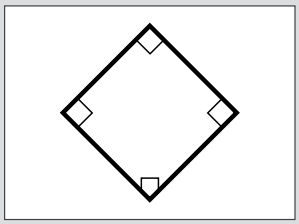
ADVANCE PREPARATION

Foundational Skills

- Prepare the following Wiggle Cards in advance:

1. Greet a pal.
2. Hop three times.
3. Wave and smile.
4. Stand in line.
5. Sleep.
6. Rise and shine.
7. Hiss like a snake.
8. Be a tree.
9. Graze like deer.
10. Stand on heels.

- Draw a baseball diamond on the board/chart paper (see illustration).



- Write the following Tricky Words on index cards (or remove them from your Tricky Word Wall) for Tricky Wall Baseball.

1. a	8. are	15. to	22. when
2. I	9. from	16. do	23. where
3. no	10. word	17. two	24. why
4. so	11. were	18. who	25. what
5. of	12. have	19. said	26. which
6. all	13. one	20. says	27. here
7. some	14. once	21. was	28. there

Reading

- Load the story "At the Reef" from the Teacher Resources on the program's digital components site or prepare to display the *Gran* Big Book.
- Plan student groups: Today, Group 1 is for students who can read and complete work independently, while Group 2 is for students who need extra support.

Digital Component 7.1

- Create the Preview Spellings chart (Digital Component 7.1) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Collect pictures of a reef, fish that can be seen in a reef, and scuba divers diving in a reef to use as visual support for Introduce the Story.
- Gather pictures of the words *hang glide, bee hive,* and *eels* for Preview Core Vocabulary.

Lesson 7: Common and Proper Nouns

Language

5M

Primary Focus: Students will distinguish between proper nouns and common nouns, and will identify proper and common nouns in sentences. **TEKS 1.11.D.iii**

WARM-UP (5 MIN.)

Identify Proper Nouns

- Remind students that proper nouns name something specific, whether it be a person, place, or thing. Names of people are therefore proper nouns.
- Name a female student and ask that student to raise her hand. Point out that there is only one student with that name in the class. The student's name is a proper noun.
- Then say the word *girl* and ask all the girls in the class to raise their hands. Point out that the word *girl* refers to many students in the class, not just one. The word *girl* is not a proper noun.
- Repeat this procedure with a boy's name.

Lesson 7: Tricky Words

Foundational Skills

20M

Primary Focus: Students will read decodable phrases featuring words with long vowel patterns; and will read previously taught Tricky Words accurately.
TEKS 1.2.B.iii; TEKS 1.2.B.vi

WIGGLE CARDS (5 MIN.)

- Show the students the Wiggle Card, and have them read it and perform the action on the card.
- Continue with the remaining cards.

TEKS 1.11.D.iii Edit drafts using standard English conventions including singular, plural, common, and proper nouns;
TEKS 1.2.B Demonstrate and apply phonetic knowledge by (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (vi) identifying and reading at least 100 high-frequency words from a research-based list.

TRICKY WORD BASEBALL (15 MIN.)

- Divide the class into two teams, having one team at a time come to line up at the board/chart paper. (You may choose to have students stay seated and divide the class into teams by the manner in which they are seated.) Each team takes a "turn at bat."
- Set a timer for ten minutes, and tell students that whichever team has the most runs when the timer rings is the winning team. Point out that accuracy is important, so they have to be careful reading the words. At the same time, speed is also important, so they must pay close attention. The more turns each team member has to read words, the more likely their team is to score runs.
- Show a Tricky Word card and ask the first person on the team to read it aloud. If the word is read correctly, draw a line from home plate to first base, signifying a "hit." This player then goes to the back of the team's line, while the next player comes forward to read the next card. If the word is correctly read, draw a line from first to second base. Play continues this way. If the fourth player reads the word correctly, draw a line from third base to home plate and mark "1 run" for the team. Play continues for the team so long as no words are misread; when a word is misread, the next team takes its turn at bat.

Check for Understanding

Note which students demonstrate difficulty in reading Tricky Words during the game. Be sure to note whether the student makes errors on decodable parts of the words or tricky parts of the words.

Lesson 7: "At the Reef"

Reading

35M

Primary Focus: Students will read "At the Reef" with purpose and understanding, and will answer literal, inferential and evaluative questions about the story.

TEKS 1.6.F; TEKS 1.6.G

INTRODUCE THE STORY (5 MIN.)

- Load the digital version for *Gran* or take out the Big Book and display "At the Reef."
- Show students the table of contents. Point to the title of today's story, "At the Reef."
- Remind students that the story's title often provides a clue as to what the story is about. Ask, "Does anyone know what a *reef* is?" Tell students that a reef is an underwater ridge or bump made up of sand, rocks, and/or coral in the ocean. A reef can have a lot of different fish and other sea life living around it.
- Remind students that Gran is adventurous and likes trying new things. Ask them to think about what she might do at a reef.

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

Digital Component 7.1

/ee/ > 'ee'	/ie/ > 'i_e'	Tricky Words
reef	like	he
meet	Mike	she
see	ride	
eels	nine	
bees	miles	
	dive	
	glide	
	smile	
	time	
	hive	

Big Book

Page 30

Support

Show pictures of reefs and scuba diving to provide visual support for students.

TEKS 1.6.F Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance.

Support

Gather pictures of eels, people hang gliding, and bee hives to use as visual support for vocabulary.

Preview Core Vocabulary

- Preview the vocabulary before reading the story. After introducing the vocabulary, you may ask students to use each word in a sentence to demonstrate understanding of the new vocabulary.

miles—n., units of distance (If you have a school track, you may tell your students how many times they have to run around it to equal a mile.) (30)
Example: We drove for miles to get to the hotel.

eels—n., long fish that look like snakes (32)
Example: I saw the eels coming out of the holes in the rocks.

hang glide—v., when a person wearing a triangular parachute jumps off a high spot and floats in the air (You may wish to show students the illustration on page 33 or another picture of what hang gliding looks like.) (32)
Example: We saw the man hang glide off the cliff.

hive—n., where bees live (34)
Example: The bees flew into their hive.

Vocabulary Chart for "At the Reef"

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	hang glide eels	hive	miles
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

Purpose for Reading

- Tell students to listen to the story to find out what types of adventures Gran had at the reef.

TEACHER DEMONSTRATION: READ "AT THE REEF" (10 MIN.)

Reader

Page 30

Whole Group

- Use the following guidelines when reading the story out loud to the class. You may wish to use your finger or a pointer to follow the print when reading.

Page 30

- **"That's a long ride!"** (Point to the quotation marks.) Who remembers what this type of punctuation mark is called? What does this punctuation mark tell readers?
  - How do you think Gran feels about her long ride? Why?

Page 32

- **". . . the fish and the eels."** What does Gran mean when she says she went on a dive? (Point to Gran in the water with her scuba tank and mask. You can also point out the eels.)
- **". . . fun to hang glide."** Why do you think Mike did not like his hang gliding experience?

Page 34

- **". . . stung ten times."** Let's all read this last sentence together as a class. Remember to read with expression. (Point to the words and read the last sentence together.)

Wrap-Up

- Use the following questions to guide discussion about the story. Remind students to answer in complete sentences, restating part of the question in their answer:

Discussion Questions for "At the Reef"

1. **Evaluative.** Were there any parts of the story that were confusing to you?
   - » Answers may vary.
2. **Literal.** How far did Gran have to ride her bike?
   - » Gran had to ride the bike nine miles.
3. **Literal.** What did Gran do while at the reef?
   - » Gran dived to see the fish and eels.
4. **Literal.** What did Gran's friend Mike do?
   - » Mike went to hang glide.
5. **Inferential.** How did Mike's hang gliding go?
   - » It ended poorly when he landed in a hive of bees and got stung ten times.
6. **Inferential.** We have used the word *adventurous* to describe Gran. After today's story, what other words might you use to describe her?
   - » Answers may vary, but may include *healthy*, *athletic*, etc.

ENGLISH LANGUAGE LEARNERS

Reading

Reading Closely

Beginning
Ask yes/no questions using simple phrases: "Did Gran ride a bike to the reef?"

Intermediate
Provide students with specific sentence frames: "Mike got stung _____."

Advanced/Advanced High
Encourage students to expand and/or build on other students' responses.

ELPS 2.H; ELPS 4.G

Observation: Discussion Questions

Call on a different student to answer each question. Note student performance in the Discussion Questions Observation Record, indicating whether the question answered was literal, inferential, or evaluative, and whether the student answered in a complete sentence and cited evidence from the text.

REVIEW "AT THE REEF" (20 MIN.)

Small Group

Note: Groups for Small Group time should be fluid, based on how students are progressing. A student needing help one week may be able to work independently the next. Use your Anecdotal Reading Record during this time to note how students are progressing. You may work on other activities based on students' needs, but please remember that it is important to hear students read aloud on a regular basis.

Activity Page 7.1

- Distribute Activity Page 7.1.
- Explain that the activity page has questions about the story "At the Reef."
- Have students reread the story and answer the questions. Please encourage students to answer in complete sentences and to look back at the story if they need help remembering details.

Group 1: Ask students who are able to work independently to complete the activity page on their own. If some students finish early, they can illustrate one of the words or phrases from the Language section. Write several of these words or phrases on the board/chart paper prior to starting reading.

Group 2: Work with students needing more support in rereading the story and answering the questions.

Observation: Anecdotal Reading Record

Use the Anecdotal Reading Record provided in the Teacher Resources section to record notes as you listen to Group 2 students read. Make specific note of any words misread by students, recording the word they said instead; analyze errors later for any specific letter-sound confusion.

Activity Page 7.1: Story Questions

Collect Activity Page 7.1 to review and monitor student progress.

End Lesson

Take-Home Material

TAKE-HOME STORY: "THE SWIM MEET"

- Have students take home Activity Page 7.2 to read with a family member.

Activity Page 7.2

Lesson 7: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Two Voices

- Make one copy of **Activity Page TR 7.1** for each pair of students.
- Have one student read down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

MORE HELP WITH TRICKY WORDS

Tricky Word Phrases/Sentences

- Provide students with paper and pencils.
- Write the first phrase/sentence on the board/chart paper and ask a student to read it.
- Have all students repeat the phrase/sentence and write it.
- Repeat with the remaining phrases/sentences.

1. They like to swim.
2. He is so sweet.
3. Can it be?
4. Their dog runs fast.
5. We have time.
6. Pick me!
7. She sings well.

LESSON

8

BASIC CODE

Introduce /oe/ > 'o_e'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will decode single syllable words with /i/ > 'i' and /ie/ > 'i_e'. TEKS 1.2.A.iv; TEKS 1.2.B.iii

Students will listen to and orally produce the /oe/ sound at the beginning, middle, and end of words. TEKS 1.2.A.vii

Students will read and write words with the long vowel sound spelled with the vowel digraph 'o_e' > /oe/. TEKS 1.2.B.iii; TEKS 1.2.C.i

FORMATIVE ASSESSMENT

Activity Page 8.1

Digraph Dictation
TEKS 1.2.B.iii; TEKS 1.2.C.i

TEKS 1.2.A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.A.vii** Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.C.i** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r- controlled syllables.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Pop-Out Chaining (Phonics)	Whole Group	10 min.	❑ Large Letter Cards for 'm', 'n', 't', 'd', 'k', 'f', 'p', 'b', 'r', 'h', 'i', 'e'
Introduce the Sound /oe/ (Phonics)	Whole Group	10 min.	
Introduce the Spelling /oe/ > 'o_e' (Phonics)	Whole Group	25 min.	❑ Vowel Code Flip Book ❑ Spelling Card for /oe/ > 'o_e' (*home*) ❑ Individual Code Chart ❑ green markers
Practice /oe/ > 'o_e' (Phonics)	Whole Group	15 min.	❑ Activity Page 8.1
Take-Home Material			
Take-Home Story: "At the Reef"			❑ Activity Page 8.2

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards listed in the Lesson at a Glance chart for Pop-Out Chaining.
- You may wish to tab Vowel Code Flip Book page 9 for Introduce the Spelling /oe/ > 'o_e'.
- Have the Spelling Card listed in the Lesson at a Glance, Individual Code Charts, and green markers readily available for Introduce the Spelling /oe/ > 'o_e'.

Universal Access

- Bring in the following pictures to use as visual support during Introduce the Sound /oe/: an elderly person, monster, rope, boat, phone, coat, snow, and toe.
- Bring in pictures for the words *rob, robe, hop, hope, dot, dote, mop, mope, slop,* and *slope* to use as visual support during Practice /oe/ > 'o_e'.

Start Lesson

Lesson 8: Basic Code

Foundational Skills

60M

Primary Focus

Students will decode single syllable words with /i/ > 'i' and /ie/ > 'i_e'. **TEKS 1.2.A.iv; TEKS 1.2.B.iii**

Students will listen to and orally produce the /oe/ sound at the beginning, middle, and end of words. **TEKS 1.2.A.vii**

Students will read and write words with the long vowel sound spelled with the vowel digraph 'o_e' > /oe/. **TEKS 1.2.B.iii; TEKS 1.2.C.i**

POP-OUT CHAINING (10 MIN.)

Large Letter Cards

- Distribute the following Large Letter Cards, reviewing each card's sound as you pass it out: 'm', 'n', 't', 'd', 'k', 'f', 'p', 'b', 'r', 'h', 'i', 'e'.
- Hand the 'e' card to a student, reminding the class that it is the magic letter 'e'. Ask, "Why do we say the 'e' is magic?" *(It changes vowel sounds in a word.)*
- Explain that when you say "Alakazam!" the student with the magic 'e' card is to jump up, lift the card, or turn around to reveal the letter on his or her card.
- Say the word *bit* and tell the students who are holding cards with spellings in that word to go to the front of the room and stand in the order that spells *bit*. Ask the class to read the word aloud.
- Tell students that you are going to magically change the vowel sound in the word. Then say "Alakazam!" and have your helper add 'e' to the end of *bit* to create *bite*.
- Ask, "Even though they aren't side by side in this word, which two letters are working together as team?"
- Have the students holding the 'i' and the 'e' step forward and stand side by side.
- Point out that the 'i' and 'e' in the word *bite* work together to stand for the sound /ie/.

TEKS 1.2.A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.A.vii** Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.C.i** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Note: Pop-out chaining allows for extra practice segmenting words. Start by standing behind students holding the Large Letter Cards. To segment the word, hold your hand over the head of the students holding the cards, saying the sound each letter represents as a class. When you arrive to the first letter of the separated digraph, hold one hand over the student holding the vowel card and the other hand over the student holding the magic 'e' card at the same time. You may point out that your arms are making a V-shape similar to what students have seen in the activity pages.

- Repeat this process with the remaining word pairs.
- Allow several different students to take a turn playing the magician with the magic 'e'.

1. dim > dime
2. fin > fine
3. kit > kite
4. rid > ride
5. pin > pine
6. rip > ripe
7. hid > hide

INTRODUCE THE SOUND /OE/ (10 MIN.)

Hear the New Sound

Note: Remember that this is oral practice. Students are only listening for the /oe/ sound, not seeing the different spellings.

- Tell students that today's sound is /oe/ as in *note*.
- Have students say the /oe/ sound several times.
- Ask students to repeat the following words that have the /oe/ sound at the beginning: *oat*, *omen*, *old*, *ogre*.
- Ask students to repeat the following words that have the /oe/ sound in the middle: *rope*, *boat*, *phone*, *coat*, *hope*.
- Ask students to repeat the following words that have the /oe/ sound at the end: *snow*, *toe*, *grow*, *blow*, *no*.

Support

Gather pictures of the words to provide students with visual support.

- Ask students if they think /oe/ is a vowel sound or a consonant sound. (It is a vowel sound, made with an open mouth and an unobstructed flow of air.)
- Tell students that you are going to say a number of words. Some of the words will have the /oe/ sound as their middle sound and some will not.
- Have students close their eyes and listen carefully.
- Tell students to raise their hands when they hear a word that has the /oe/ sound as its middle sound.

Note: You may have students who know that some of the words they listened to earlier, such as *old*, are written with spellings other than 'o_e'. If students point this out, congratulate them for recognizing this and already knowing other spellings for the /oe/ sound. Tell them that they will learn these spellings for /oe/ at a later time, and for now they just have to focus on the 'o_e' spelling.

Support

If students have trouble hearing a word's middle sound, say the word in a segmented fashion: /ch/ . . . /oe/ . . . /k/. Then repeat the word in its blended form: *choke.*

1. choke
2. hot
3. joke
4. moon
5. vote
6. boat
7. shout
8. goat

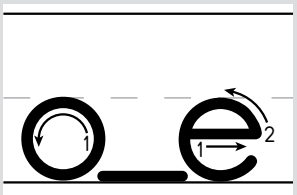
Check for Understanding

Have students close their eyes and listen carefully. Tell students to raise their hands when they hear a word containing the /oe/ sound.

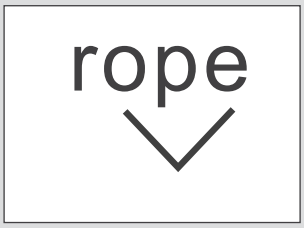
INTRODUCE THE SPELLING /OE/ › 'O_E' (25 MIN.)

Teacher Modeling

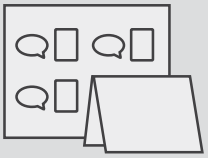
- Tell students that you are going to show them how to write the /oe/ sound.
- Explain that today's spelling is another separated spelling, or magic 'e' spelling, like 'a_e' in *name* and 'i_e' in *time*.
- Write 'o_e' on handwriting guidelines and explain that the two letters work together to stand for the /oe/ sound. Be sure to leave a space between the letters.



- Explain that when you write an actual word, you will fill in the space between the letter 'o' and the letter 'e' with the spelling for the sound that comes after the /oe/ sound.
- Add 'r' and 'p' to make *rope*.
- Read the word and explain that the letters 'o' and 'e' work together to stand for the /oe/ sound even though there is a letter between them.
- Illustrate this by drawing a V-shaped mark connecting 'o' and 'e' (see illustration).
- Point to each spelling in *rope* as you say its sound: "*/r/* (point to 'r' with your index finger), /oe/ (simultaneously point to 'o' with your index finger and 'e' with your middle finger), /p/ (point to 'p' with your index finger)."
- Explain that the word *rope* contains four letters ('r', 'o', 'p', 'e') but only three sounds (/r/, /oe/, /p/).
- Now write *note* on the board/chart paper. Explain that this is another example of the 'o'-space-'e' spelling for the /oe/ sound.
- Draw a V-shaped mark under *note* as you did with *rope*. Ask students to read the word.
- Now ask students to help you spell the word *hope*.
- Have students identify the first sound in *hope*. Write an 'h' on the board/chart paper.
- Have students identify the second sound in *hope*.
- Once the /oe/ sound has been identified, write an 'o' on the board/chart paper next to the 'h'.
- Explain that the letter 'o' is the first part of the spelling for the sound /oe/. You will write the second part after you write the spelling for the sound that comes after the /oe/ sound.
- Have students identify the last sound in *hope*. Write a 'p' on the board/chart paper next to the 'o'.
- Explain that if you left the word like this, it would be pronounced *hop*. To spell *hope*, you need to add the letter 'e'.
- Remind students that 'o' and 'e' work together to stand for the /oe/ sound.
- Turn to **Vowel Code Flip Book page 9**. Show students the Spelling Card for 'o_e' > /oe/ (*home*). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.



Code Materials



- Have students turn to **Individual Code Chart page 3**. Have them locate and trace the code information for /oe/ > 'o_e' in green marker.

Vowel Code Flip Book	Individual Code Chart
1. /oe/ > 'o_e' (*home*) **page 9**	1. /oe/ > 'o_e' (*home*) **page 3**

Present the vowel digraphs taught so far on a chart like this.

ee	weed, bee, feet
a_e	game, fade, name
i_e	pine, five, lime
o_e	rode, hope, vote

- As students look at the spellings they have outlined in green thus far, ask if they see recurring patterns. Be sure to point out that the magic 'e' acts as part of a vowel team with the letters 'a', 'i', and 'o' to change the way that each vowel is sounded in a word. The double 'e' also acts as a vowel team to stand for the /ee/ sound.
- Tell students that whenever the spelling 'o_e' appears on an activity page or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for one sound.

Note: It is recommended that in today's lesson you update the chart for the digraphs taught in this unit. As you introduce each new digraph, add a new line and list two or three example words.

PRACTICE /OE/ › 'O_E' (15 MIN.)

Digraph Dictation

Activity Page 8.1

- Distribute Activity Page 8.1
- Explain that each thick black line on the page stands for one sound/spelling.
- Have students look at the example at the top of the page.
- Say the word *not*, hold up three fingers, and segment the word, /n/ /o/ /t/.
- Point out that the word *not* contains three sounds and is spelled with three letters.
- Say the word *note*, hold up three fingers, and segment the word, /n/ /oe/ /t/.
- Point out that the word *note* also has just three sounds but is spelled with four letters.
- Draw attention to the V-shaped mark under the word *note.*

- Explain that the V-shaped mark shows that the letters 'o' and 'e' are working together even though they are not right next to each other.
- Explain that you will dictate five more word pairs and that you want the students to write the words sound by sound on the lines. As you say and students write each word, use it in an oral sentence.

1. rob—robe
2. hop—hope
3. dot—dote
4. mop—mope
5. slop—slope

- Have students trace and copy the words on the back of the activity page. You may have them write the word three times, or more if time permits. Tell the students to say the sounds as they write the spellings.

Activity Page 8.1: Digraph Dictation

Collect Activity Page 8.1 to review and monitor student progress.

End Lesson

Take-Home Material

TAKE-HOME STORY: "AT THE REEF"

- Have students take home Activity Page 8.2 to read with a family member.

Activity Page 8.2

Lesson 8: Foundational Skills Remediation

Additional Support

PHRASES AND SENTENCES

- Write the phrases and sentences in the box on **index cards** or the board/chart paper. You may wish to add more: each should describe a motion or activity that students can act out or illustrate.

Support

Show pictures of *rob, robe, hop, hope, dot, dote, mop, mope, slop,* and *slope* to use as visual support.

Students who have a difficult time segmenting might find it useful to touch parts of their arm (shoulder, elbow, wrist) as they say each sound, then blend through the word starting at the shoulder and swiping downward.

1. a red rose
2. a king on his throne
3. just skin and bones
4. home sweet home
5. Pinch the nose.
6. Send a note.
7. Do not toss stones!
8. Their dog dug a hole.
9. Where there is smoke, there is fire.
10. My red robe is so soft.
11. When did they drop by?
12. Be home by six.

MORE HELP WITH SOUND/SPELLINGS

Match Maker

- Make one copy of the picture/word cards (**Activity Page TR 8.1**) for each student or pair of students.
- Prepare two sets of cards.
- Shuffle the cards and lay them facedown on the table.
- Have students turn over two cards at a time, reading each word, attempting to find matching cards.
- If a student finds a match, the student can call out "Match," and keep the cards for the duration of the game.
- Continue until all matches have been found.

Note: Laminate the cards or copy them on card stock for use in later lessons.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 510 and 645 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 516 and 650 of those words would be completely decodable.

Students have now been taught at least one way to write 34 of the 44 sounds in English.

The sound /oe/ is the 28th most common sound in English.

The sound /oe/ is spelled 'o_e' approximately 16 percent of the time.

The spelling alternatives 'o' as in the word *no,* 'oe' as in the word *toe,* 'ow' as in the word *know,* and 'oa' as in the word *oats* will be taught at a later time.

LESSON

9

REVIEW

Long Vowels and Nouns

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will identify the following sound/spellings; /a/ > 'a', /ae/ > 'a_e', /oe/ > 'o_e', /ee/ > 'ee', /ie/ > 'i_e'. TEKS 1.2.B.i

Language (Grammar)

Students will define what a noun is and will generate a list of examples of nouns in small groups. TEKS 1.11.D.iii

Foundational Skills

Students will decode words with the following sound/spellings; /a/ > 'a', /ae/ > 'a_e', /i/ > 'i', /ie/ > 'i_e', /o/ > 'o', and /oe/ > 'o_e'. TEKS 1.2.A.iv; TEKS 1.2.B.i

Reading

Students will reread "Gran" with increased accuracy, rate, and expression. TEKS 1.4

FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record (Group 1)
TEKS 1.4

TEKS 1.2.B.i Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences; **TEKS 1.11.D.iii** Edit drafts using standard English conventions including singular, plural, common, and proper nouns; **TEKS 1.2.A.iv** Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Individual Code Chart and Noun Review (Phonics)	Whole Group	10 min.	❑ Individual Code Chart
Language (Grammar)			
Noun Hunt	Small Group	10 min.	❑ timer
Foundational Skills			
Pop-Out Chaining (Phonics)	Whole Group	10 min.	❑ Large Letter Cards for 'm', 'n', 't', 'd', 'p', 's', 'l', 'r', 'h', 'a', 'e', 'i', 'o'
Reading			
Reread Stories from *Gran*	Small Group/ Partner	30 min.	❑ *Gran* Reader

ADVANCE PREPARATION

Foundational Skills

- Make sure all students have their Individual Code Charts.

Language

- Have a timer available, and plan groups of three to five students for Noun Hunt.

Foundational Skills

- Gather the Large Letter Cards listed in the Lesson at a Glance chart for Pop-Out Chaining.

Reading

- Plan student groups: Group 2 is for students who can read and complete work independently, while Group 1 is for students who need extra support.

Start Lesson

Lesson 9: Review Long Vowels

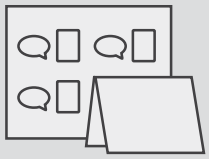
Foundational Skills

10M

Primary Focus: Students will identify the following sound/spellings; /a/ > 'a', /ae/ > 'a_e', / oe/ > 'o_e', /ee/ > 'ee', /ie/ > 'i_e'. **TEKS 1.2.B.i**

WARM-UP (10 MIN.)

Code Materials



Individual Code Chart and Noun Review

- Tell students that you are going to do a quick review of nouns and vowel sounds using their Individual Code Charts.
- Say, "big cat" and ask a student to listen and then identify the noun. *(cat)*
- Once the noun has been correctly identified, ask a student to tell you the vowel sound in the word *cat*. *(/a/)*
- Once the vowel sound has been correctly identified, ask a student to find the spelling for the sound on **Individual Code Chart page 1**. Students should then summarize what the class has learned: "We learned to spell the sound /a/ with the letter 'a'."
- Repeat these steps with the additional phrases below.

1. long snake (page 2)
2. sweet grapes (page 2)
3. big stone (page 3)
4. black rope (page 3)
5. two feet (page 2)
6. red line (page 2)

TEKS 1.2.B.i Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences.

Lesson 9: Nouns

Language

10M

Primary Focus: Students will define what a noun is and will generate a list of examples of nouns in small groups. **TEKS 1.11.D.iii**

NOUN HUNT (10 MIN.)

Note: Students will work in small groups of three to five students for this activity.

- Ask, "What is a noun?" Review that a noun is a person, place, or thing, and that a proper noun names a specific person, place, or thing.
- Tell students that you will set a timer for five minutes. With their group, they will record as many nouns as they can see that are in the classroom. The group or team will earn 1 point for each noun they identify; the team with the most points wins. Tell students that they may not list students' names. When time is up, they will share their list of nouns with the class. Explain that if they read a noun that another group has also written down, like *desk*, neither team receives a point. The team with the most points for unique nouns wins.

Check for Understanding

Thumbs-Up/Thumbs-Down: As each team shares words from their lists, have students give thumbs-up if they think the word is a noun and thumbs-down if they think the word is not a noun.

TEKS 1.11.D.iii Edit drafts using standard English conventions including singular, plural, common, and proper nouns.

Lesson 9: Review Long Vowels

Foundational Skills

10M

Primary Focus: Students will decode words with the following sound/spellings; /a/ > 'a', /ae/ > 'a_e', /i/ > 'i', /ie/ > 'i_e', /o/ > 'o', and /oe/ > 'o_e'.

TEKS 1.2.A.iv; TEKS 1.2.B.i

POP-OUT CHAINING (10 MIN.)

Large Letter Cards

- Distribute the following Large Letter Cards, reviewing each card's sound as you pass it out: 'm', 'n', 't', 'd', 'p', 's', 'r', 'h', 'l', 'i', 'a', 'o'.
- Pull out the 'e' card and hand it to a student, reminding them of the power of the magic letter 'e'.
- Explain that when you say "Alakazam," the student with the 'e' card is to jump up, lift the card, or turn around to reveal the letter on his or her card.
- Tell students that many of today's words are nonsense words, meaning they are made-up. Tell students this means they will have to listen extra carefully to the sounds of the words.
- Say the word *not* and tell students who are holding cards with spellings in that word to go to the front of the room and stand in the order that spells *not*.
- Tell students that you are going to magically change the vowel sound in the word. Then say "Alakazam!" and have your helper add the large card 'e' to the end of *not* to create *note*.
- Ask, "Even though they aren't side by side in this word, which two letters are working together as team?"
- Have students holding the 'o' and the 'e' step forward and stand side by side.
- Point out that the 'o' and 'e' in the word *note* work together to stand for the sound /oe/.

Note: Pop-out chaining allows for extra practice segmenting words. Start by standing behind students holding the Large Letter Cards. To segment the word, hold your hand over the head of the students holding the cards, saying the sound each letter represents as a class. When you arrive to the first letter of the separated digraph, hold one hand over the student holding the vowel card and the other hand over the student holding the magic 'e' card at the same time. You may point out that your arms are making a V-shape similar to what students have seen in the activity pages.

TEKS 1.2.A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed; **TEKS 1.2.B.i** Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences.

- Repeat this process with the remaining word pairs.
- Allow several different students to take a turn playing the magician and holding the magic 'e' card.

1. hap—hape	5. hom—home
2. slip—slipe	6. pat—pate
3. tip—tipe	7. shan—shane
4. did—dide	8. lap—lape

Lesson 9: Reread Stories from *Gran*

Reading

30M

Primary Focus: Students will reread stories from *Gran* with increased accuracy, rate, and expression. **TEKS 1.4**

REREAD STORIES FROM GRAN (30 MIN.)

Note: You may wish to divide the time allocated for small group in order to meet with both groups today. Otherwise, students in Group 2 may read independently or with a partner.

Group 1: Work with students to reread stories from *Gran*. Record students' progress in an Anecdotal Reading Record, noting strengths and weaknesses. Remind students to track print when reading. Review spellings and punctuation marks in the stories.

Group 2: Have students reread stories from *Gran*. Remind students to use the Individual Code Chart if they have difficulty remembering how to read a vowel spelling and to track print when reading.

TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

ENGLISH LANGUAGE LEARNERS

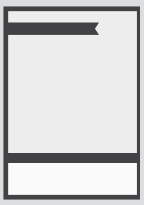
Foundational Skills

Print Awareness

Model for students how to run your finger beneath the words to read from left to right and top to bottom. For additional support and to help individual students with left-to-right directionality, you may wish to place a large green "start star" on the left of the student's desk and a large red "stop dot" to the right.

ELPS 4.B

Reader



Challenge

Have students choose a sentence with a noun from one of the stories in *Gran*, and write and illustrate it on a piece of paper, underlining the nouns in the sentence.

Observation: Anecdotal Reading Record

Use the Anecdotal Reading Record provided in the Teacher Resources section to record notes as you listen to Group 1 students read. Make specific note of any words misread by students, recording the word they said instead; analyze errors later for any specific letter-sound confusions.

End Lesson

Lesson 9: Foundational Skills Remediation

Additional Support

MORE HELP WITH /OE/ › 'O_E'

Match Me

- Provide each student with a set of letter cards for 'o_e' and 'o' from **Activity Page TR 1.1**.
- Follow the procedure in Additional Support Lesson 1 using the words in the box.

1. bone	7. nose
2. bop	8. nob
3. home	9. pole
4. hot	10. pot
5. jock	11. rose
6. joke	12. rod

Magic 'e' Strips

- Follow instructions in Additional Support for Lesson 3 using the words in the box.

1. cod—code	5. mop—mope
2. dot—dote	6. not—note
3. glob—globe	7. rod—rode
4. hop—hope	8. slop—slope

LESSON

10

TRICKY WORDS

Introduce: My and By

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will review the following sound/spellings; /u/ >'u', /a/ > 'a', /ae/ > 'a_e', /ie/ > 'i_e', /i/ > 'i', /o/ > 'o', /oe/ > 'o_e', /e/ > 'e', and /ee/ > 'ee'.

TEKS 1.2.B.iii

Students will read and write the following Tricky Words: *my*, *by*. TEKS 1.2.B.vi

Reading

Students will read "The Bug Glass" with purpose and understanding, will answer oral and written literal and evaluative questions about the story, and will reread the story with increased accuracy, appropriate rate, and expression.

TEKS 1.4; TEKS 1.6.G; TEKS 1.7.D

FORMATIVE ASSESSMENTS

Observation	**Discussion Questions** "The Bug Glass" TEKS 1.6.G
Observation	**Anecdotal Reading Record** "The Bug Glass" (Group 2) TEKS 1.4
Activity Page 10.1	**Story Questions** "The Bug Glass" (Group 1) TEKS 1.6.G

TEKS 1.2.B Demonstrate and apply phonetic knowledge by (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (vi) identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.D** Retell texts in ways that maintain meaning.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Speedy Sound Hunt (Phonics)	Whole Group	5 min.	❑ Individual Code Chart
Introduce Tricky Words: *My*, *By* (Word Recognition)	Whole Group	10 min.	❑ two blank index cards per student ❑ Tricky Word cards from previous lessons for each student
Reading			
Introduce the Story	Whole Group	20 min.	❑ *Gran* Big Book ❑ *Gran* Reader ❑ Preview Spellings Chart (Digitial Components)
Teacher Demonstration: Read "The Bug Glass"			
Review "The Bug Glass"	Small Group/ Partner	25 min.	❑ *Gran* Reader ❑ Activity Page 10.1 ❑ Decodable Phrases and Sentences Chart (Digital Components)
Take-Home Material			
Word Sort			❑ Activity Page 10.2

ADVANCE PREPARATION

Foundational Skills

- Provide two blank index cards per student.
- Have the Tricky Word cards from previous lessons ready for each student.

Reading

- Load the story "The Bug Glass" from the Teacher Resources on the program's digital components site or prepare to display the *Gran* Big Book.

Digital Component 10.1

- Create the Preview Spellings chart (Digital Component 10.1) for Introduce the Story on the board/chart paper, or use the digital version.

Digital Component 10.2

- Create the chart with decodable phrases and sentences (Digital Component 10.2) on the board/chart paper (or use the digital version) so Group 2 students can practice these phrases and sentences if they finish reading early.

Universal Access

- Bring in a magnifying glass and small objects to look at through the glass for Introduce the Story.

Lesson 10: Tricky Words: My, By

Foundational Skills

15M

Primary Focus

Students will review the following sound/spellings; /u/ >'u', /a/ > 'a', /ae/ > 'a_e', /ie/ > 'i_e', /i/ > 'i', /o/ > 'o', /oe/ > 'o_e', /e/ > 'e', and /ee/ > 'ee'.

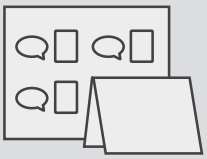
TEKS 1.2.B.iii

Students will read and write the following Tricky Words: *my*, *by*. **TEKS 1.2.B.vi**

SPEEDY SOUND HUNT (5 MIN.)

- You will review the vowel spellings with students' Individual Code Charts. Students will race to find the sound/spelling correspondences in their Individual Code Charts.
- Explain the directions:
  - "We are going to review the vowel spellings you already have learned through a race using your Individual Code Charts. I will tell you a vowel sound. When I say 'go,' I want to see who can find that sound in the Individual Code Chart, raise their hand, and read to me the example word for that sound. I will call on the first student who raises their hand."
- Say, "I am thinking of the sound (insert sound from the box). Ready? Go!" Review with the sound/spelling correspondences provided in the box below.

Code Materials



1. /u/ > 'u' (*but*) (page 1)
2. /a/ > 'a' (*hat*) (page 1)
3. /ae/ > 'a_e' (*cake*) (page 2)
4. /ie/ > 'i_e' (*bite*) (page 2)
5. /i/ > 'i' (*it*) (page 1)
6. /o/ > 'o' (*hop*) (page 1)
7. /oe/ > 'o_e' (*home*) (page 3)
8. /e/ > 'e' (*pet*) (page 1)
9. /ee/ > 'ee' (*bee*) (page 2)

TEKS 1.2.B Demonstrate and apply phonetic knowledge by (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (vi) identifying and reading at least 100 high-frequency words from a research-based list.

Check for Understanding

Note which students demonstrate difficulty with identifying spellings for sounds. Be sure to note whether the student makes errors with short vowels or long vowels.

INTRODUCE TRICKY WORDS: MY, BY (10 MIN.)

Tricky Word: *My*

Note: Remember to add these Tricky Words to your Tricky Word Wall.

- Write the Tricky Word *my* on the board/chart paper, and ask students how they would pronounce it by blending. (They might say /m/ /y/.)
- Explain that this word is actually pronounced /m/ /ie/, as in, "*My* dog has spots."
- Point to the letter 'm' and explain that it is pronounced /m/, as students might expect.
- Underline the letter 'y' and explain that is the tricky part of the word. Students would probably expect the letter to be pronounced /y/, but it is pronounced /ie/.
- Tell students that when reading the word *my*, they should try to remember to pronounce the letter 'y' as /ie/. When writing the word *my*, they should try to remember to spell the /ie/ sound with the letter 'y'.
- Have students copy the word on an index card and underline the tricky part of the word.

Tricky Word: *By*

- Write the Tricky Word *by* on the board/chart paper.
- Explain that this word is pronounced like the Tricky Word *my*. The letter 'y' is pronounced /ie/.
- Have students copy the word on an index card and underline the tricky part of the word.

Practice

- Have students take out the index cards they made for previously taught Tricky Words and place them on their desks.
- Explain that you will say one of the Tricky Words and that you want the students to hold up the card for that word.

- Say one of the Tricky Words, and have students hold up the correct card. Have one student say a phrase or sentence that contains the Tricky Word.
- Repeat as often as you deem necessary.
- Have students store the index cards for later use.

Lesson 10: "The Bug Glass"

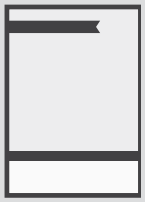
Reading

45M

Primary Focus: Students will read "The Bug Glass" with purpose and understanding, will answer oral and written literal and evaluative questions about the story, and will reread the story with increased accuracy, appropriate rate, and expression. **TEKS 1.4; TEKS 1.6.G; TEKS 1.7.D**

INTRODUCE THE STORY (5 MIN.)

Big Book



Page 36

- Load the digital version for *Gran* or take out the Big Book and display "The Bug Glass."
- Show students the table of contents. Point to the title of today's story, "The Bug Glass."
- Ask, "Who can tell us what you think a bug glass is? Turn to a partner and share what you think a bug glass is."
- Ask students if they have ever accidentally broken something that belonged to someone else. Tell students that in today's story, someone breaks something and the other person gets upset.

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

Support

Provide students with a magnifying glass and small objects to look at through the glass. Discuss what happens when using the magnifying glass. Explain that in the story, a magnifying glass is referred to as a "bug glass."

TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.D** Retell texts in ways that maintain meaning.

Digital Component 10.1

/oe/ > 'o_e'	/ie/ > 'i_e'	/ae/ > 'a_e'
broke	time	tape
close	like	make
those	smiles	grapes
stone		stares

Preview Core Vocabulary

- Preview the vocabulary before reading the story. After introducing the vocabulary, you may ask students to use the word in a sentence to demonstrate understanding of the new vocabulary.

stares—v., looks closely at something (40)
Example: I stare out the window of the car.

Vocabulary Chart for "The Bug Glass"			
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary		stares	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

Purpose for Reading

- Tell students to listen carefully to find out who the bug glass belongs to in the story and how it is used.

TEACHER DEMONSTRATION: READ "THE BUG GLASS" (15 MIN.)

Whole Group

- Use the following guidelines when reading the story out loud to the class. You may wish to use your finger or a pointer to follow the print when reading.

Page 36

- **". . . ants up close."** Who has seen a bug glass before? You may have heard another name for a bug glass: magnifying glass. A magnifying glass (bug glass) makes smaller things look larger so they are easier to see.

Reader

Page 36

- Jen says that Josh is mad. Why is he mad? How do you think Jen feels? What makes you think that?
- What do you think Gran will do after Jen tells her the bug glass is broken?

Page 38

- **". . . the ants a snack, as well."** Why do you think Gran wants to make the ants a snack?
- **". . . big stone in back."** Why is Jen putting snacks on a stone? Who is the snack for?

Page 40

- **". . . Josh to the stone."** What do you think they will find at the stone? Let's keep reading to find out.
- **"Take a peek!"** Is Josh mad anymore? Did Gran's plan work?

Wrap-Up

- Today you will guide students in summarizing the story. Please discuss the first two questions with them, and then use the guidelines to help them summarize the story.

Discussion Questions for "The Bug Glass"

1. **Evaluative.** Were there any parts of the story that were confusing to you?
   - » Answers may vary.
2. **Evaluative.** Were your predictions correct?
   - » Answers may vary.

- Use the following to help students summarize the story:
  - "Now we will give a summary of today's story. When we summarize, we retell just the most important parts of the story and not every single detail.
  - "A summary tells the characters of the story—who was in the story—and the main events.
  - "What happened first in the story 'The Bug Glass?'" *(Jen says to Gran that Josh is mad. Jen broke his bug glass.)*
  - "After Gran makes the snack, what happens?" *(Jen puts the snack on the stone; Josh eats a snack.)*
  - "How does the story end?" *(Jen takes Josh to see the stone. He looks at the ants through the bug glass, and they are eating the snack. He is happy.)*

ENGLISH LANGUAGE LEARNERS

Reading

Reading Closely

Beginning
Ask yes/no questions using simple phrases: "Is Josh mad at Jen?" "Did Gran fix the bug glass with tape?"

Intermediate
Provide students with specific sentence frames: "A bug glass is something that lets Josh see _____." "Josh picks up the bug glass and stares at the _____."

Advanced/Advanced High
Encourage students to expand and/or build on other students' responses.

ELPS 2.H; ELPS 4.G

- Once you've completed the summary together, ask students to share the summary of the story with a partner.

Observation: Discussion Questions

Call on a different student to answer each question. Note student performance in the Discussion Questions Observation Record, indicating whether the question answered was *Literal*, *Inferential*, or *Evaluative*, and whether the student answered in a complete sentence and cited evidence from the text.

REVIEW "THE BUG GLASS" (25 MIN.)

Small Group

Note: Please remember to alternate the groups that you meet with during small-group time. Remember that it is important for you to hear your students read on a regular basis.

- Distribute Activity Page 10.1. Explain that the activity page has questions about the story, "The Bug Glass."
- Have students reread the story in their Readers and answer the questions. You may choose to have students work independently, with partners, or in a small group with you for added support.
- Remind students to answer the questions by using complete sentences.

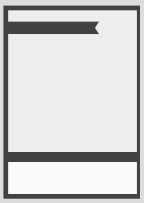
Group 1: Ask students to complete the activity page on their own or with a partner. If some students finish early, they can illustrate one of the decodable phrases or sentences you prepared in advance.

Digital Component 10.2

1. big nose
2. home sweet home
3. red rose
4. Take notes.
5. rode a bus
6. Dig a hole.

Group 2: Work with these students to reread the story and answer the questions.

Reader



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Activity Page 10.1

Observation: Anecdotal Reading Record

Use the Anecdotal Reading Record provided in the Teacher Resources section to record notes as you listen to Group 2 students read. Make specific note of any words misread by students, recording the word they said instead; analyze errors later for any specific letter-sound confusions.

Activity Page 10.1: Story Questions

Collect Activity Page 10.1 from Group 1 to review and monitor student progress.

End Lesson

Take-Home Material

WORD SORT

Activity Page 10.2

- Have students take home Activity Page 10.2 to practice reading words with spellings taught so far.

Lesson 10: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

Tricky Word Trucks

- Provide each student with a copy of **Activity Page TR 10.1** and a handful of **small objects** such as beads, beans, buttons, tiles.
- Tell students you will say phrases/sentences that include the Tricky Words *my* and *by*.
- When students hear a Tricky Word, they should place one small object in the bed of the truck with the corresponding Tricky Word printed on the side, then read and say the word.

- Use the following phrases:

1. ride my bike	5. by the hand
2. by this time	6. my pet dog
3. by and by	7. by the shop
4. my mom	8. my class

PROGRESS MONITORING (OPTIONAL)

- Make a copy of the Word Cards for Progress Monitoring 2 (**Activity Page TR 10.2**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 2 (**Activity Page TR 10.3**) for each student you are assessing.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 516 and 650 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 523 and 657 of those words would be completely decodable.

The word *my* is one of the 50 most common words in most samples of written English. In a typical passage of 1,000 words, the word *my* occurs 0 to 6 times.

The word *by* is one of the 40 most common words in most samples of written English. In a typical passage of 1,000 words, the word *by* occurs 1 to 6 times.

LESSON

11

GRAMMAR, REVIEW

Nouns and Tricky Words

PRIMARY FOCUS OF LESSON

Language (Grammar)

Students will identify nouns that name places in written phrases. TEKS 1.3.D

Foundational Skills

Students will identify the following sound/spellings; /ae/ > 'a_e', /ie/ > 'i_e', /oe/ > 'o_e'. TEKS 1.2.A.iv; TEKS 1.2.B.iii

Students will read the following Tricky Words: *so*, *no*, and *some*. TEKS 1.2.B.vi

Students will decode and sort words with /o/ > 'o' and /oe/ > 'o_e.' TEKS 1.2.B.i; TEKS 1.2.B.iii

Reading

Students will read "The Tape" with purpose and understanding and will answer literal, inferential, and evaluative questions about the story.

TEKS 1.6.A; TEKS 1.6.G; TEKS 1.8.B

FORMATIVE ASSESSMENT

Activity Page 11.1	**Word Sort** TEKS 1.2.B.iii
Observation	**Anecdotal Reading Record** "The Tape" TEKS 1.2.B.i
Observation	**Discussion Questions** "The Tape" TEKS 1.6.G
Activity Page 11.2	**Story Questions** "The Tape" TEKS 1.6.G

TEKS 1.3.D Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.2.A.iv** Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by decoding words with (iii) closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (vi) identifying and reading at least 100 high-frequency words from a research-based list; (i) in isolation and in context by applying common letter-sound correspondences; **TEKS 1.6.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Grammar)			
Identify Nouns that Name Places	Whole Group	5 min.	
Foundational Skills			
Pop Out Chaining (Phonics)	Whole Group	15 min.	❑ Large Letter Cards: 'm', 'n', 't', 'd', 'p', 's', 'r', 'h', 'l', 'i', 'a', 'e', 'o'
Tricky Word Review (Word Recognition)	Whole Group	10 min.	❑ three blank index cards per student
Word Sort (Phonics)	Small Group	15 min.	❑ Activity Page 11.1
Reading			
Introduce the Story	Whole Group	5 min.	❑ *Gran* Reader ❑ Activity Page 11.2
Read "The Tape"	Partner	10 min.	❑ Preview Spellings Chart (Digital Components)
Take-Home Material			
Practice Pack			❑ Activity Page 11.3

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards listed in the Lesson at a Glance for Pop-Out Chaining.
- Provide three blank index cards per student for Tricky Word Review.

Reading

- Bring in a cassette tape and tape deck/player or provide pictures of these items to use for Introduce the Story.
- Bring in a sample of jazz music with "scat singing," where the singer sings nonsense words or syllables, and if possible play a brief sample of the music for Introduce the Story. (Possible artists who have songs with scat style include Ella Fitzgerald and Louis Armstrong.)

Digital Component 11.1

- Create the Preview Spellings chart (Digital Component 11.1) for Introduce the Story on the board/chart paper, or use the digital version.

Lesson 11: Grammar

Language

5M

Primary Focus: Students will identify nouns that name places in written phrases.

TEKS 1.3.D

IDENTIFY NOUNS THAT NAME PLACES (5 MIN.)

Note: This is an oral activity; students are not expected to read the words/phrases as they are not yet decodable.

- Remind students that they have learned that nouns can name a person, place, or thing.
- Say the phrase "the red house," and call on students to name the place in the phrase. *(house)*
- When students have given the correct answer, say, "*House* is a place and a word that names a place is a *noun*."
- Continue with the phrases and sentences below.

1. the tall mountains
2. the calm ocean
3. the wide street
4. the narrow path
5. The path is crooked.
6. The cave is small.

TEKS 1.3.D identify and use words that name actions, directions, positions, sequences, categories, and locations.

Lesson 11: Chaining and Tricky Words

Foundational Skills

40M

Primary Focus

Students will identify the following sound/spellings; /ae/ > 'a_e', /ie/ > 'i_e', /oe/ > 'o_e'. **TEKS 1.2.A.iv; TEKS 1.2.B.iii**

Students will read the following Tricky Words: *so*, *no*, and *some*. **TEKS 1.2.B.vi**

Students will decode and sort words with /o/ > 'o' and /oe/ > 'o_e'. **TEKS 1.2.B.i; TEKS 1.2.B.iii**

POP-OUT CHAINING (15 MIN.)

Large Letter Cards

- Distribute the following Large Letter Cards, reviewing each card's sound as you pass it out: 'm', 'n', 't', 'd', 'p', 's', 'r', 'h', 'l', 'i', 'a', 'o'.
- Pull out the 'e' card and hand it to a student, reminding them of the power of the magic letter 'e'.
- Explain that when you say "Alakazam!" the student with the 'e' card is to jump up, lift the card, or turn around to reveal the letter on his or her card.
- Say the word *not* and tell students who are holding cards with spellings in that word to go to the front of the room and stand in the order that spells *not*.
- Tell the students that you are going to magically change the vowel sound in the word. Then say "Alakazam!" and have your helper add the large card 'e' to the end of *not* to create *note*. Ask students to read the new word.
- Ask, "Even though they aren't side by side in this word, which two letters are working together as team?"
- Have students holding the 'o' and the 'e' step forward and stand side by side.
- Point out that the 'o' and 'e' in the word *note* work together to stand for the sound /oe/.

Note: Pop-out chaining allows for extra practice segmenting words. Start by standing behind students holding the Large Letter Cards. To segment the word, hold your hand over the head of the students holding the cards, saying the sound each letter represents as a class. When you arrive to the first letter of the separated digraph, hold one hand over the student holding the vowel

TEKS 1.2.A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by (iii) closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (vi) identifying and reading at least 100 high-frequency words from a research-based list; decoding words with (i) in isolation and in context by applying common letter-sound correspondences.

card and the other hand over the student holding the magic 'e' card at the same time. You may point out that your arms are making a V-shape similar to what students have seen in the activity pages.

- Repeat this process with the remaining word pairs.
- Allow several different students to take a turn playing the magician and holding the magic 'e' card.

1. hop > hope	5. dim > dime
2. slop > slope	6. rat > rate
3. rip > ripe	7. man > mane
4. hid > hide	8. tap > tape

Check for Understanding

For each word in the chain, have students give thumbs-up if they think the word is spelled correctly, or thumbs-down if there is an error.

TRICKY WORD REVIEW (10 MIN.)

Tricky Words: *So* and *No*

- Briefly review the Tricky Words *so* and *no* that were taught in Unit 1. Point out that these are cases where the 'o' spelling is sounded /oe/, not /o/.
- Have students write the Tricky Words on index cards and underline the tricky parts of the words.

Tricky Word: *Some*

- Briefly review the Tricky Word *some*, taught in Unit 1. Point out that in this word, the spelling 'o_e' is not pronounced /oe/ but /u/.
- Have students write the word *some* on an index card and underline the tricky part of the word.

Practice

- Have students place the index cards for *so*, *no*, and *some* in front of them. Say one of the Tricky Words and have students hold up the correct card. Have one student say a phrase or sentence that contains the Tricky Word.

Support

Partner students to practice reading their Tricky Word cards together, having each student take a turn being "teacher" and "student" ("teacher" flashing the words, "student" reading the words, and then switching roles).

WORD SORT (15 MIN.)

Activity Page 11.1

Small Group

- Distribute Activity Page 11.1.
- Explain that the words in the box contain the sound /o/ spelled 'o' or the sound /oe/ spelled 'o_e'.
- Have students take turns reading the words aloud in the word box.
- As a class, review the spelling 'o' for /o/ and the spelling 'o_e' for /oe/ in the words in the box.
- At this point, you will break into small groups and students will finish the activity page with you or independently.

Group 1: Have students work with you to complete the activity page. You may also wish to use this time to listen to each student read aloud.

Group 2: Ask students to complete the activity page either independently or with a partner. Students who finish early may reread stories from *Gran*.

Activity Page 11.1: Word Sort

Collect Activity Page 11.1 to review and monitor student progress.

Lesson 11: "The Tape"

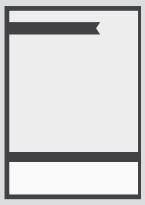
Reading

15M

Primary Focus: Students will read "The Tape" with purpose and understanding, and will answer literal, inferential, and evaluative questions about the story.

TEKS 1.6.A; TEKS 1.6.G; TEKS 1.8.B

Reader



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INTRODUCE THE STORY (5 MIN.)

- Tell students that before CDs, DVDs, MP3s, or other types of popular music players, people would listen to music on something called a cassette tape. People played the tape on a machine called a tape player or tape deck. If possible, show students a cassette tape and player or a picture of a cassette tape and player.

TEKS 1.6.A Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions.

- Tell students that in today's story, Gran and Jen listen to a cassette tape of a particular type of music called jazz. If possible, play some brief selections of jazz by Louis Armstrong or Ella Fitzgerald.

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

Digital Component 11.1

/ae/ > 'a_e'	/oe/ > 'o_e'
tape	those
shades	notes

Preview Core Vocabulary

- Preview the vocabulary before reading the story. After introducing the vocabulary, you may ask students to use the word in a sentence to demonstrate understanding of the new vocabulary.

tape deck—n., a machine that can play cassette tapes (42)
Example: We played the jazz tape in the tape deck.

tape—n., short for *cassette tape*, a rectangular case that is used to play music (42)
Example: My uncle loves listening to music on his tapes.

jazz—n., a type of music (42)
Example: I listened to the jazz band at the concert.

notes—n., tones played in music (42)
Example: She can sing both high and low notes.

shades—n., another word for *sunglasses* (44)
Example: We put on our shades when we sat by the pool.

- Point out that the words *tape*, *notes*, and *shades* have multiple meanings. Be certain students understand the meanings of these words as used in today's story.

Vocabulary Chart for "The Tape"			
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary	jazz		
Multiple-Meaning Core Vocabulary Words	tape deck tape notes		shades
Sayings and Phrases			

Purpose for Reading

- Tell students to read the story to find out whether or not Gran and Jen like to listen to jazz.

READ "THE TAPE" (10 MIN.)

Partner Reading

Activity Page 11.2

- Have students read "The Tape" with a partner. When they have finished reading the story, they should complete Activity Page 11.2.

Observation: Anecdotal Reading Record

Use the Anecdotal Reading Record provided in the Teacher Resources section to record notes as you listen to each student read. Make specific note of any words misread by students, recording the word they said instead; analyze errors later for any specific letter-sound confusions.

Wrap-Up

- Review Activity Page 11.2 with students. You may wish to use the following questions to guide discussion about the story.

Discussion Questions for "The Tape"

1. **Evaluative.** Were there any parts to the story that you did not understand?
   - » Answers may vary.
2. **Literal.** Who is singing on the tape that Gran has?
   - » Gran's grandmother was singing on the tape.
3. **Literal.** What type of music did Gran's Gran sing?
   - » Gran's gran sang jazz.
4. **Literal.** What do Gran and Jen do at the end of the story?
   - » Gran and Jen dress up, sing, and dance at the end of the story.
5. **Inferential.** Did Gran and Jen enjoy listening to jazz? How do you know?
   - » Yes, Gran and Jen enjoyed listening to jazz because they dressed up, sang, and danced.
6. **Evaluative.** We have come up with different words to describe Gran. After today's story, is there a new word you would use to describe her?
   - » Answers may vary but could include words like *fun*, *musical*, etc.

Observation: Discussion Questions

Call on a different student to answer each question. Note student performance in the Discussion Questions Observation Record, indicating whether the question answered was literal, inferential, or evaluative, and whether the student answered in a complete sentence and cited evidence from the text.

Activity Page 11.2: Story Questions

Collect Activity Page 11.2 to review and monitor student progress.

End Lesson

Take Home Material

PRACTICE PACK

Activity Page 11.3

- Have students take home Activity Page 11.3 to complete with a family member.

Lesson 11: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

Green Light, Yellow Light

- Print a copy of **Activity Page TR 11.1** on green card stock, one for each student.
- Print a copy of **Activity Page TR 11.2** on yellow card stock, one for each student.
- Follow the procedure in Additional Support Lesson 5.

MORE HELP WITH ORAL READING: "THE SWIM MEET"

Two Voices

- Make a copy of **Activity Page TR 11.3**, one for each pair of students.
- Have one student read down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

LESSON

12

BASIC CODE

Introduce /ue/ > 'u_e'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will identify the /ue/ sound in spoken words. TEKS 1.2.A.vii

Students will read and write one-syllable words with /u/ > 'u' and the vowel digraph /ue/ > 'u _e'. TEKS 1.2.B.iii

Reading

Students will read "Fuzz and Mel" with purpose and understanding, and will answer literal, inferential, and evaluative questions about the story.
TEKS 1.6.G; TEKS 1.7.D; TEKS 1.8.B

FORMATIVE ASSESSMENT

Activity Page 12.1 — **Digraph Dictation** TEKS 1.2.B.iii

Activity Page 12.2 — **Story Questions** "Fuzz and Mel" TEKS 1.6.G; TEKS 1.7.D

Observation — **Discussion Questions** "Fuzz and Mel" TEKS 1.6.G

TEKS 1.2.A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Introduce the Sound /ue/ (Phonological Awareness)	Whole Group	10 min.	
Introduce the Spelling /ue/ > 'u_e' (Phonics)	Whole Group	15 min.	❏ Vowel Code Flip Book ❏ Spelling Card for /ue/ > 'u_e' (*cute*) ❏ Individual Code Chart ❏ green markers
Practice /ue/ > 'u_e' (Phonics)	Whole Group	10 min.	❏ Activity Page 12.1
Reading			
Introduce the Story	Whole Group	25 min.	❏ *Gran* Big Book ❏ *Gran* Reader ❏ Activity Page 12.2
Teacher Demonstration: Read "Fuzz and Mel"			
Take-Home Material			
Take-Home Story: "The Tape"			❏ Activity Page 12.3

ADVANCE PREPARATION

Foundational Skills

- You may wish to tab Vowel Code Flip Book page 10 for Introduce the Spelling /ue/ > 'u_e'.
- Have the Spelling Card listed in the Lesson at a Glance chart, Individual Code Charts, and green markers readily available for Introduce the Spelling /ue/ > 'u_e'.
- Prepare to add today's sound, /ue/, to the Vowel Digraph Chart.

Reading

- Load the story "Fuzz and Mel" from the Teacher Resources on the program's digital components site or prepare to display the *Gran* Big Book.

Universal Access

- Gather the following pictures to use for support during Introduce the Sound /ue/: *cute, cube, few, pew.*
- Gather pictures of a *cub, cube, tub, tube, us,* and *use* to provide visual support for students during Practice /ue/ > 'u_e'.

Lesson 12: /ue/ > 'u_e'

Foundational Skills

35M

Primary Focus

Students will identify the /ue/ sound in spoken words. **TEKS 1.2.A.vii**

Students will read and write one-syllable words with /u/ > 'u' and the vowel digraph /ue/ > 'u _e'. **TEKS 1.2.B.iii**

INTRODUCE THE SOUND /UE/ (10 MIN.)

Hear the New Sound

Note: Remember, this is oral practice. Students are only listening for the /ue/ sound, not seeing the different spellings.

The sound /ue/ is a combination of the sounds /y/ and /oo/. You should be aware of this, but students do not necessarily need to know this.

- Tell students that today's sound is /ue/ as in *cute.*
- Have students say the /ue/ sound several times.
- Ask students to repeat the following words that have the /ue/ sound at the beginning: *you, use*.
- Ask students to repeat the following words that have the /ue/ sound in the middle: *cute, cube, mute.*
- Ask students to repeat the following words that have the /ue/ sound at the end: *cue, few, pew.*
- Ask students if /ue/ is a vowel sound or a consonant sound. (It is a vowel sound, made with an open mouth and an unobstructed airflow.)
- Tell students that you are going to say a number of words. Some of the words will have the /ue/ sound as their middle sound and some will not.
- Have students close their eyes and listen carefully.
- Tell students to raise their hands when they hear a word that has the /ue/ sound as its middle sound.

Support

If students have trouble hearing a word's middle sound, say the word in a segmented fashion: /k/ . . . /ue/ . . . /t/. Then repeat the word in its blended form: *cute.*

TEKS 1.2.A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

Note: You may have students who know that some of the words they listened to earlier, such as *you*, are written with spellings other than 'u_e'. If students point this out, congratulate them for recognizing this and already knowing other spellings for the /ue/ sound. Tell them that they will learn these spellings for /ue/ at a later time, and for now they just have to focus on the 'u_e' spelling.

1. hat	4. red
2. cube	5. mutt
3. mute	6. mule

Support

Gather pictures of the words listed to provide students with visual support.

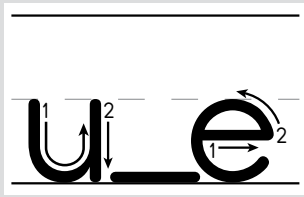
Check for Understanding

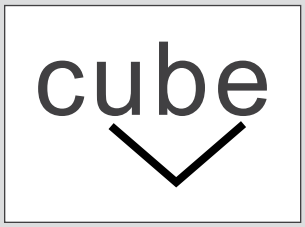
Have students close their eyes and listen carefully. Tell them to raise their hands when they hear a word containing the /ue/ sound.

INTRODUCE THE SPELLING /UE/ › 'U_E' (15 MIN.)

Teacher Modeling

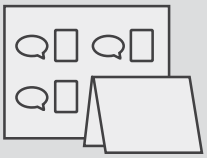
- Tell students you are going to show them how to write the /ue/ sound.
- Explain that today's spelling is another separated spelling like the 'a_e' in *name*, the 'i_e' in *time*, and the 'o_e' in *note*.
- Write the spelling 'u_e' on handwriting guidelines and explain that both letters work together to stand for the sound /ue/. Be sure to leave a space between the letters.
- Explain that when writing an actual word, students will fill in the space between 'u' and 'e' with the spelling for the sound that comes after the /ue/ sound.
- Add 'c' and 'b' to make *cube*.
- Read the word and explain that the letters 'u' and 'e' work together to stand for the /ue/ sound even though there is a letter in between them.
- Illustrate this by drawing a V-shaped mark connecting 'u' and 'e' (see illustration).





- Point to each spelling in *cube* as you say its sound: "/c/ (point to 'c' with your index finger), /ue/ (simultaneously point to 'u' with your index finger and 'e' with your middle finger), /b/ (point to 'b' with your index finger)."
- Explain that the word *cube* contains four letters ('c', 'u', 'b', 'e') but only three sounds (/k/, /ue/, /b/).
- Write *mule* on the board/chart paper. Explain that this is another example of the 'u'-space-'e' spelling for the /ue/ sound.
- Draw a V-shaped mark under *mule* as you did with *cube*. Ask students to read the word.
- Ask students to help you spell the word *cute.*
- Have students identify the first sound in *cute*. Write 'c' on the board/chart paper.
- Have students identify the second sound in *cute*.
- Once the /ue/ sound has been identified, write a 'u' on the board/chart paper next to the 'c'.
- Explain that the letter 'u' is the first part of the spelling the sound /ue/. You will write the second part after you write the spelling for the sound that comes after the /ue/ sound.
- Have students identify the last sound in *cute.* Write a 't' on the board/chart paper next to the 'u'.
- Explain that if you left the word like this, it would be pronounced *cut*. To spell *cute*, you need to add the letter 'e'.

Code Materials



- Remind students that 'u' and 'e' work together to stand for the /ue/ sound.
- Turn to **Vowel Code Flip Book page 10**. Show students the Spelling Card for /ue/ > 'u_e' (*cute*). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.
- Have students turn to the **Individual Code Chart page 3**. Have them locate and trace the code information for /ue/ > 'u_e' in green marker and read the example word.

Vowel Code Flip Book	**Individual Code Chart**
1. /ue/ > 'u_e' (*cute*) **page 10**	1. /ue/ > 'u_e' (*cute*) **page 3**

- Tell students that whenever the spelling 'u_e' appears on an activity page or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for one sound.

Note: It is recommended that in today's lesson you update the chart for the digraphs taught in this unit.

ee	weed, bee, feet
a_e	game, fade, name
i_e	pine, five, lime
o_e	rode, hope, vote

PRACTICE /UE/ › 'U_E' (10 MIN.)

Digraph Dictation

- Distribute Activity Page 12.1. Explain that each thick black line on the page stands for one sound/spelling.
- Have students look at the example at the top of the page.
- Say the word *cut*, hold up three fingers, and segment the word, /k/ /u/ /t/.
- Point out that the word *cut* contains three sounds and is spelled with three letters.
- Say the word *cute*, hold up three fingers, and segment the word, /k/ /ue/ /t/.
- Point out that the word *cute* also contains three sounds but is spelled with four letters.
- Draw attention to the V-shaped mark under the word *cute.*
- Explain that this mark shows that the letters 'u' and 'e' are working together even though they are not right next to each other.
- Explain that you will dictate more word pairs and that you want students to write the words sound by sound on the lines. As you say and students write each word, use it in an oral sentence.

1. cub—cube
2. tub—tube
3. us—use

Activity Page 12.1

Support

Point out that each word pair has the same number of sounds, but not the same number of letters.

Activity Page 12.1: Digraph Dictation

Collect Activity Page 12.1 to review and monitor student progress.

Support

Show students pictures of a *cub, cube, tub, tube, us,* and *use*, naming each picture and having students repeat after you. Keep the dictation pairs together so later you can point out that adding the "magic 'e'" changed the meaning of the word as well as the spelling.

Lesson 12: "Fuzz and Mel"

Reading

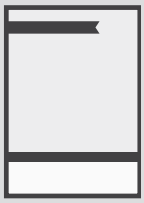
25M

Primary Focus: Students will read "Fuzz and Mel" with purpose and understanding, and will answer literal, inferential, and evaluative questions about the story.

TEKS 1.6.G; TEKS 1.7.D; TEKS 1.8.B

INTRODUCE THE STORY (5 MIN.)

Big Book



Page 46

- Load the story "Fuzz and Mel" from the Teacher Resources on the program's digital components site or prepare to display the *Gran* Big Book.
- Show students the Table of Contents. Point to the title of today's story, "Fuzz and Mel."
- Tell students that today's story is about two characters named Fuzz and Mel. This is a bedtime story that Gran tells Josh and Jen when they are having a hard time falling asleep.

Preview Core Vocabulary

- Preview the vocabulary before reading the story. After introducing the vocabulary, you may ask students to use the word in a sentence to demonstrate understanding of the new vocabulary.

tale—n., another word for *story* (46)
Example: Listen to the tale "The Three Little Pigs."

swell—adj., another word for *excellent* (50)
Example: We had a swell time at the party!

the shakes—n., when a person cannot control their body shaking (54)
Example: I felt so scared from the roller coaster, I got the shakes.

Vocabulary Chart for "Fuzz and Mel"

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	the shakes		tale
Multiple-Meaning Core Vocabulary Words		swell	
Sayings and Phrases			

TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions.

Purpose for Reading

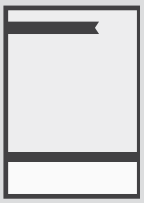
- Tell students to listen to the story to find out who Fuzz and Mel are and what adventures they have.

TEACHER DEMONSTRATION: READ "FUZZ AND MEL" (20 MIN.)

Whole Group

- Use the following guidelines when reading the story out loud to the class. You may wish to use your finger or a pointer to follow the print when reading.

Reader



Page 46

Page 46

- **"What is it?"** (Point to the quotation marks.) What is the name for this type of punctuation? When is this punctuation used?
- **. . . a tale!" says Jen.** What is a tale? Is she talking about what is at the end of a dog?

Page 48

- **. . . named Fuzz and Mel.** Who can tell me the noun that names a thing in this sentence? *(*cats*)*
- Who can tell me the two proper nouns in this sentence? *(*Fuzz *and* Mel*)*
- **. . . brave cat who had a fast plane.** Do you think Fuzz, the safe cat, would like to ride in Mel's very fast plane? Why or why not?
- **"Jump in!"** Do you think Fuzz wants to get in the plane? Why or why not?
- Look at this picture. Which cat do you think is Fuzz? Why?

Page 50

- **. . . so scared of a plane ride?"** Do you think the plane ride will continue to feel safe to Fuzz? Why or why not?

Page 52

- **. . . the plane dive.** If a plane is up here (raise hand above head) and it makes a dive, show me with your hands what that would look like. Look at this next sentence. These 'z' letters all together like this are not a word, but they make a sound. Let's read this together. (Run finger or pointer under the 'z's to guide students.)

Page 54

- **He had the shakes.** How does Fuzz feel? How do you know?

Activity Page 12.2

ENGLISH LANGUAGE LEARNERS

Reading

Reading Closely

Beginning
Ask yes/no questions using simple phrases: "Did Fuzz (the safe cat) like plane rides?" "Did Mel (the brave cat) like plane rides?"

Intermediate
Provide students with specific sentence frames: "Fuzz likes the plane when he sees a _____." "Fuzz did not like the plane when _____."

Advanced/Advanced High
Encourage students to expand and/or build on other students' responses.

ELPS 2.H; ELPS 4.G

Story Questions Activity Page

- Complete the front of Activity Page 12.2 as a class. Have students complete the back independently.

Wrap-Up

- Use the following questions to guide discussion about the story, if time permits.

Discussion Questions for "Fuzz and Mel"

1. **Evaluative.** Were there any parts of the story that were confusing to you?
   - » Answers may vary.
2. **Literal.** What do Josh and Jen ask Gran to do for them?
   - » Josh and Jen ask Gran to tell them a tale.
3. **Inferential.** How would you describe Fuzz? What about Mel?
   - » Fuzz is cute and likes to be safe; Mel is brave.
4. **Literal.** What do Fuzz and Mel see on their plane ride?
   - » Fuzz and Mel see a duck on their plane ride.
5. **Inferential.** Did Fuzz like his plane ride? How do you know?
   - » He liked it at first, but then he did not. He yells, "Not safe!" and has the shakes afterward.
6. **Evaluative.** Do you think Fuzz and Mel will continue being friends? Why or why not?
   - » Answers may vary.

Activity Page 12.2: Story Questions

Collect Activity Page 12.2 to review and monitor student progress.

Observation: Discussion Questions

Call on a different student to answer each question. Note student performance in the Discussion Questions Observation Record, indicating whether the question answered was literal, inferential, or evaluative, and whether the student answered in a complete sentence and cited evidence from the text.

End Lesson

Take-Home Material

TAKE-HOME STORY: "THE TAPE"

- Distribute Activity Page 12.3 for students to read at home with a family member.

Activity Page 12.3

Lesson 12: Foundational Skills Remediation

Additional Support

PHRASES AND SENTENCES

- Write the phrases and sentences in the box on **index cards** or the board/chart paper. You may wish to add more: each should describe a motion or activity that students can act out or illustrate.

1. Mute the song.
2. a cute dog
3. a black mule
4. three green cubes
5. Use the red pen.
6. What's the use?
7. That cat is so cute!
8. The mule went up the hill.
9. He lit the fuse.
10. Some fumes are strong.

MORE HELP REVIEWING /UE/ SPELLED 'U_E'

Match Me

- Provide each student with a set of Letter Cards for 'u_e' and 'u' from **Letter Cards (Activity Page TR 1.1)**.
- Follow the procedure in Additional Support Lesson 1 using the words in the box.

1. fuse	7. fun
2. fuzz	8. fume
3. mule	9. mutt
4. mum	10. mute
5. cute	11. use
6. cut	12. us

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 523 and 657 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 524 and 658 of those words would be completely decodable.

Students have now been taught at least one way to write 35 of the 44 sounds in English.

The sound /ue/ is the 36th most common sound in English.

The sound /ue/ is spelled 'u_e' approximately 19 percent of the time.

The spelling alternatives 'u' as in *pupil* and 'ue' as in *cue* will be taught in later grades.

LESSON

13

TRICKY WORD

Introduce: You

PRIMARY FOCUS OF LESSON

Language (Grammar)

Students will identify nouns in the story "Fuzz and Mel," identify if the nouns are proper nouns, and explain why the nouns are proper or common. TEKS 1.11.D.iii

Foundational Skills

Students will read and write the Tricky Word *you*. TEKS 1.2.B.vi

Students will write dictated words with the following sound/spellings: /u/ > 'u', /ue/ > 'u_e', /a/ > 'a', /ae/ > 'a_e', /o/ > 'o', /oe/ > 'o_e', /i/ > 'i', /ie/ > 'i_e'. TEKS 1.2.B.iii

Reading

Students will read "The Sweet Shop" with purpose and understanding, and will answer literal and evaluative questions about the story. TEKS 1.6.G; TEKS 1.7.C

Foundational Skills

Students will decode words with the following sound/spellings: /u/ > 'u', /ue/ > 'u_e', /a/ > 'a', /ae/ > 'a_e', /o/ > 'o', /oe/ > 'o_e', /i/ > 'i', /ie/ > 'i_e', /e/ > 'e', /ee/ > 'ee'. TEKS 1.2.B.iii

FORMATIVE ASSESSMENT

Activity Page 13.1	**Digraph Dictation** TEKS 1.2.B.iii
Observation	**Anecdotal Reading Record** "The Sweet Shop" TEKS 1.2.B.ii
Activity Page 13.2	**Story Questions** "The Sweet Shop" TEKS 1.6.G
Observation	**Discussion Questions** "The Sweet Shop" TEKS 1.6.G

TEKS 1.11.D.iii Edit drafts using standard English conventions including singular, plural, common, and proper nouns; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by (vi) identifying and reading at least 100 high-frequency words from a research-based list; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.C** Use text evidence to support an appropriate response.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Grammar)			
Warm-Up: Noun Hunt	Whole Group	5 min.	❑ *Gran* Reader
Foundational Skills			
Digraph Dictation (Phonics)	Whole Group	10 min.	❑ Activity Page 13.1
Introduce Tricky Word: *You* (Word Recognition)	Whole Group	5 min.	❑ one blank index card per student
Reading			
Introduce the Story	Whole Group	5 min.	❑ *Gran* Reader ❑ Activity Page 13.2
Read "The Sweet Shop"	Partner	15 min.	❑ Preview Spellings Chart (Digital Components)
Foundational Skills			
Read and Write Words with Separated Digraphs (Phonics)	Small Group	20 min.	❑ Activity Pages 13.3, 13.4, and/or 13.5
Take-Home Material			
Tricky Word Practice			❑ Activity Page 13.6

ADVANCE PREPARATION

Reading

Digital Component 13.1

- Create the Preview Spellings chart (Digital Component 13.1) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Gather pictures of *cut*, *cute*, *tap*, *tape*, *mop*, *mope*, *shin*, *shine*, *tin*, and *tine* to provide visual support for Digraph Dictation.

Start Lesson

Lesson 13: Nouns

Language

5M

Primary Focus: Students will identify nouns in the story "Fuzz and Mel," identify if the nouns are proper nouns, and explain why the nouns are proper or common.

TEKS 1.11.D.iii

WARM UP (5 MIN.)

Noun Hunt

- Tell students to take out the *Gran* Reader and turn to "Fuzz and Mel" (page 46). Ask them to find nouns that name a thing and share them with the class. You may record their answers on the board/chart paper in a chart. Next, ask them to find nouns that name a person, and record their answers on the board/chart paper. Ask students to identify whether any of the nouns are proper nouns and why. Tell students that although nouns can also name a place, there are no types of these nouns in the story.

Check for Understanding

Ask students to explain how they knew that word was a noun. *(person, place, or thing)*

TEKS 1.11.D.iii Edit drafts using standard English conventions including singular, plural, common, and proper nouns.

Lesson 13: Separated Digraphs and Tricky Word: You

Foundational Skills

15M

Primary Focus

Students will read and write the Tricky Word *you*. **TEKS 1.2.B.vi**

Students will write dictated words with the following sound/spellings: /u/ > 'u', /ue/ > 'u_e', /a/ > 'a', /ae/ > 'a_e', /o/ > 'o', /oe/ > 'o_e', /i/ > 'i', /ie/ > 'i_e'. **TEKS 1.2.B.iii**

DIGRAPH DICTATION (10 MIN.)

- Distribute Activity Page 13.1.
- Explain that each thick line on the page stands for one sound/spelling.
- Explain that you are going to dictate word pairs. The second word in each pair contains a separated digraph.

1. cut—cute
2. tap—tape
3. mop—mope
4. shin—shine
5. tin—tine

Activity Page 13.1: Digraph Dictation

Collect Activity Page 13.1 to review and monitor student progress.

Activity Page 13.1

Support

Show students pictures of *cut, cute, tap, tape, mop, mope, shin, shine, tin*, and *tine*, naming each picture and having the students repeat after you. Keep the dictation pairs together so later you can point out that adding the magic 'e' changed the meaning of the word as well as the spelling.

TEKS 1.2.B Demonstrate and apply phonetic knowledge by (vi) identifying and reading at least 100 high-frequency words from a research-based list; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

INTRODUCE TRICKY WORD: YOU (5 MIN.)

Tricky Word: *You*

Note: Please remember to add this Tricky Word to your Tricky Word Wall.

- Write the Tricky Word *you* on the board/chart paper and ask students how they would pronounce it by blending. (They may say something like /y/ /o/ /u/.)
- Explain that this word is actually pronounced /y/ /oo/, as in "*You* are in first grade."
- Point to the letter 'y' and explain that it is pronounced /y/, as they might expect.
- Underline the letters 'o' and 'u' and explain that they are the tricky part of the word. They would probably expect these letters to be pronounced /o/ /u/, but they are pronounced /oo/.
- Tell students that when reading *you*, they should try to remember to pronounce the letters 'o' and 'u' as /oo/.
- Tell students that when writing *you*, they should try and remember to spell the /oo/ sound with the letters 'o' and 'u.'
- Have students copy the word on an index card and underline the tricky part of the word.

Note: Some students may notice that the word *you* is pronounced like the /ue/ sound they have been studying. If they notice this, compliment them on their listening skills.

Lesson 13: "The Sweet Shop"

Reading

20M

Primary Focus: Students will read "The Sweet Shop" with purpose and understanding, and will answer literal and evaluative questions about the story.

TEKS 1.6.G; TEKS 1.7.C

INTRODUCE THE STORY (5 MIN.)

- Tell students that today they will read about the job Gran had in a sweet shop when she was a child. Tell students that *sweet shop* is an old-fashioned name for a special kind of store. Ask, "What kinds of things do you think they sell in a sweet shop?"

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

Digital Component 13.1

Tricky Words
when
one
you

Preview Core Vocabulary

- Preview the vocabulary before reading the story. After introducing the vocabulary, you may ask students to use each word in a sentence to demonstrate understanding of the new vocabulary.

sweet shop—n., a store where candy is sold (56)
Example: I love to buy chocolates and caramels at the sweet shop.

sweets—n., foods that taste sweet, such as candy and cake (56)
Example: The plate was full of tasty sweets.

gum drops—n., a type of candy (56)
Example: My grandma handed me some gum drops to eat.

Reader

Page 56

TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.C** Use text evidence to support an appropriate response.

Vocabulary Chart for "The Sweet Shop"			
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary		gum drops	
Multiple-Meaning Core Vocabulary Words		sweet shop sweets	
Sayings and Phrases			

Purpose for Reading

- Tell students to read today's story to learn more about what Gran did when she worked at the sweet shop.

READ "THE SWEET SHOP" (15 MIN.)

Activity Page 13.2

- Have students take turns reading the story aloud with a partner. When they are finished, they should complete Activity Page 13.2.

Observation: Anecdotal Reading Record

Use the Anecdotal Reading Record provided in the Teacher Resources section to record notes as you listen to each student read. Make specific note of any words misread by students, recording the word they said instead; analyze errors later for any specific letter-sound confusions.

Wrap-Up

- Review Activity Page 13.2. You may also wish to use the following questions to guide discussion about the story. Remind students to answer in complete sentences, restating part of the question in their answer.
- After asking a question, ask students to locate and point to the answer in their Reader. Then choose a student to read the text in the Reader that provides the answer to the questions. Remember to encourage students to answer using complete sentences and restating part of the question in their answer.

Discussion Questions for "The Sweet Shop"

1. **Evaluative.** Were there any parts of the story you did not understand?
   - » Answers may vary.
2. **Literal.** What were some of the things that Gran did at the sweet shop that she thought were fun?
   - » Gran had fun making milk shakes, gum drops, and cakes at the sweet shop.
3. **Literal.** What other less enjoyable jobs did Gran have at the sweet shop?
   - » Gran had to sweep, pick up, and wipe off the cake case at the sweet shop.
4. **Literal.** What can Gran still make?
   - » Gran can still make a cake.

Activity Page 13.2: Story Questions

Collect Activity Page 13.2 to review and monitor student progress.

Observation: Discussion Questions

Call on a different student to answer each question. Note student performance in the Discussion Questions Observation Record, indicating whether the question answered was literal or evaluative, and whether the student answered in a complete sentence and cited evidence from the text.

ENGLISH LANGUAGE LEARNERS

Reading

Selecting Language Resource

Beginning
Ask yes/no questions using simple phrases: "Did Gran have a job as a kid?" "Was Gran's job in a sweet shop?"

Intermediate
Encourage students to retell what Gran liked about her job using complete sentences and details from the text.

Advanced/Advanced High
Ask students to retell "The Sweet Shop" with a partner, working together to include detailed complete sentences and key words from the text.

ELPS 4.F; ELPS 4.G

Lesson 13: Separated Digraphs

Foundational Skills

20M

Primary Focus: Students will decode words with the following sound/spellings: /u/ > 'u', /ue/ > 'u_e', /a/ > 'a', /ae/ > 'a_e', /o/ > 'o', /oe/ > 'o_e', /i/ > 'i', /ie/ > 'i_e', /e/ > 'ee', /ee/ > 'ee'. **TEKS 1.2.B.iii**

READ AND WRITE WORDS WITH SEPARATED DIGRAPHS (20 MIN.)

Small Group

Activity Pages 13.3–13.5

Note: In order to review the material covered in Unit 2, divide your class into small groups and have them work through at least one of the following activity pages: 13.3, 13.4 and 13.5. Activity Page 13.5 is the most challenging activity page. Be sure to explain the directions and complete the first item as an example.

Group 1: Ask students who are able to work independently to complete the activity page(s) on their own. If students finish early, they may reread or read future stories (they are now all decodable) in *Gran*.

Group 2: Work with students who need more support to complete the activity page(s).

End Lesson

Take-Home Material

TRICKY WORD PRACTICE

Activity Page 13.6

- Distribute Activity Page 13.6 for students to complete at home with a family member.

TEKS 1.2.B.iii Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

Lesson 13: Foundational Skills Remediation

Additional Support

PHRASES AND SENTENCES

1. home sweet home
2. lost in a maze
3. a cute pup
4. a blade of grass
5. a brave kid
6. Pave the street.
7. a deep cave
8. a hot flame
9. a strong gate
10. the best of times
11. nine green cubes
12. hide and seek

MORE HELP READING AND SPELLING VOWEL DIGRAPHS

Pop-Out Chaining

- Distribute the following **Large Letter Cards**, one card per student: '**o**', '**e**', '**m**', '**l**', '**n**', '**p**', '**b**', '**t**', '**d**', '**c**', '**g**', '**h**', '**r**', '**s**'. Tell the student with the 'e' that they have a very special job—they have the magic 'e'.
- Explain that you will say the sounds of a word and that you want the students with the Large Letter Cards for those sounds to stand next to each other to spell the word.
- Say the word *hop* in a segmented fashion: /h/ /o/ /p/.
- Ask the class to blend the word.
- Have students with the Large Letter Cards for 'h', 'o', and 'p' line up to spell the word.
- Have the class segment the word by saying the individual sounds. As they are saying the individual sounds, the student with the spelling for that sound should step forward.

- Next, have the student with the magic ‘e’ step forward and change the word *hop* to *hope*. Remind students that the magic ‘e’ changes the vowel sound from /o/ to /oe/.
- Continue with the remaining words.

1. hop > hope
2. mop > mope
3. glob > globe
4. cod > code
5. rob > robe
6. rod > rode
7. slop > slope
8. not > note

LESSON

14

TRICKY WORD

Introduce: Your

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read decodable phrases with accuracy and understanding. TEKS 1.4

Students will read and write the Tricky Word *your*. TEKS 1.2.B.vi

Reading

Students will reread stories from *Gran* with increased accuracy, appropriate rate, and expression; and will review the spellings and punctuation marks used in the stories. TEKS 1.4

FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record TEKS 1.4

TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.2.B.vi** Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Wiggle Cards (Phonics)	Whole Group	5 min.	❑ Wiggle Cards
Introduce Tricky Word: *Your* (Word Recognition)	Whole Group	5 min.	❑ one blank index card per student
Tricky Word Baseball (Word Recognition)	Whole Group	20 min.	❑ Tricky Word cards ❑ timer
Reading			
Reread Stories from *Gran*	Small Group/ Independent	30 min.	❑ *Gran* Reader

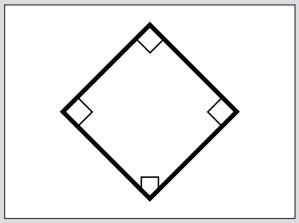
ADVANCE PREPARATION

Foundational Skills

- Prepare these Wiggle Cards in advance:

1. Pinch the nose.
2. Toss stones.
3. Dig a hole.
4. Stare at a pal.
5. Swim at the swim meet.
6. Plant a seed.
7. Take the cake.
8. Rise and shine!
9. Wave and smile.
10. Stand in line.
11. Sleep.
12. Be a tree.
13. Graze like a horse.
14. Stand on heels.
15. Hiss like a snake.
16. Hop three times.

- Draw a baseball diamond on the board/chart paper (see illustration).



- Write the Tricky Words from the lesson on index cards (or remove them from the Tricky Word Wall) for Tricky Word Baseball.

1. a
2. I
3. no
4. so
5. of
6. all
7. some
8. are
9. from
10. word
11. were
12. have
13. one
14. once
15. to
16. do
17. two
18. who
19. said
20. says
21. was
22. when
23. where
24. why
25. what
26. which
27. here
28. there
29. you
30. your

Lesson 14: Tricky Word: *Your*

Foundational Skills

30M

Primary Focus

Students will read decodable phrases with accuracy and understanding. **TEKS 1.4**

Students will read and write the Tricky Word *your*. **TEKS 1.2.B.vi**

WIGGLE CARDS (5 MIN.)

Note: Wiggle Cards can be used anytime students need a quick break. You may use Wiggle Cards from previous lessons, and add to the set in the future.

- Show students a Wiggle Card, have them read it, and let them perform the action on the card.
- Continue with the remaining cards.

INTRODUCE TRICKY WORD: YOUR (5 MIN.)

Tricky Word: *Your*

Note: Remember to add the Tricky Word to your Tricky Word Wall.

- Write the Tricky Word *your* on the board/chart paper and ask students how they would pronounce it by blending.
- Explain that this word is actually pronounced /y/ /or/ as in "*Your* bike is so fast!"
- Point to the letter 'y' and explain that it is pronounced /y/, as students would probably expect.
- Underline the letters 'o' 'u' 'r' and explain that they are the tricky part of the word. Students would probably expect these letters to be pronounced /o/ /u/ /r/, but they are pronounced /or/.
- Tell students that when reading *your,* they have to remember to pronounce the letters 'o' 'u' 'r' as /or/.
- Tell students that when writing *your*, they have to remember to spell the /or/ sound with the letters 'o', 'u', and 'r'.

Support

Partner students to practice reading their Tricky Word cards together, having each student take a turn being "teacher" and "student" ("teacher" flashing the words, "student" reading the words, and then switching roles).

TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.2.B.vi** Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list.

- Have students copy the word on an index card and underline the tricky part of the word.
- Have students store the index card for later use with their other Tricky Words.

TRICKY WORD BASEBALL (20 MIN.)

- Divide the class into two teams, having one team at a time come to line up at the board/chart paper. (You may choose to have students stay seated and divide the class into teams by the manner in which they are seated.) Each team takes a "turn at bat."
- Set a timer for twenty minutes and tell students that whichever team has the most runs when the timer rings is the winning team. Point out that accuracy is important, so they have to be careful reading the words. At the same time, speed is also important, so they must pay close attention. The more turns each team member has to read words, the more likely their team is to score runs.
- Show a Tricky Word card and ask the first person on the team to read it aloud. If the word is read correctly, draw a line from home plate to first base, signifying a "hit." This player then goes to the back of the team's line, while the next player comes forward to read the next card. If the word is correctly read, draw a line from first to second base. Play continues this way. If the fourth player reads the word correctly, draw a line from third base to home plate and mark "1 run" for the team. Play continues for the team so long as no words are misread; when a word is misread, the next team takes its turn at bat.

Check for Understanding

Note which students demonstrate difficulty in reading Tricky Words during the game. Be sure to note whether the student makes errors on decodable parts of the words or tricky parts of the words.

Lesson 14: Reread Stories from *Gran*

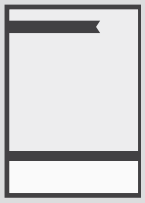
Reading

30M

Primary Focus: Students will reread stories from *Gran* with increased accuracy, appropriate rate, and expression; and will review the spellings and punctuation marks used in the stories. **TEKS 1.4**

REREAD STORIES FROM GRAN (30 MIN.)

Reader



Note: You may wish to divide the small group time in order to meet with both groups.

Group 1: Work with students to reread from *Gran*. Record students' progress in the Anecdotal Reading Record. Review spellings and punctuation marks in the stories.

Group 2: Have students reread stories from *Gran*. Remind students to use the Individual Code Chart if they have difficulty remembering how to read a vowel spelling.

Observation: Anecdotal Reading Record

Use the Anecdotal Reading Record provided in the Teacher Resources section to record notes as you listen to Group 1 students read. Make specific note of any words misread by students, recording the word they said instead; analyze errors later for any specific letter-sound confusions.

TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Lesson 14: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

Tricky Word Match Maker

- Make two copies of **Activity Page TR 14.1** for each student pair. Cut apart the word cards.
- Shuffle the cards and lay them facedown on the table.
- Have students turn over two cards at a time, reading the words aloud, and attempting to find a matching pair.
- If a student finds a match, the student can call out "Match," and keep the cards for the duration of the game.
- Continue play until all matches have been found.

Bean Bag Toss

- Make an enlarged copy of **Activity Page TR 14.1**, and cut apart the word cards.
- Spread the cards faceup on the floor.
- Have students toss a bean bag toward the cards, read aloud the card closest to where the bean bag lands, and collect the card.
- Continue play until all cards have been read and collected.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 524 and 658 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 526 and 681 of those words would be completely decodable.

You is one of the most common words in most samples of written English. In a typical passage of 1,000 words, *you* occurs 2 to 24 times.

Your is one of the 60 most common words in most samples of written English. In a typical passage of 1,000 words, *your* occurs 0 to 4 times.

LESSON

15

REVIEW

Tricky Words and Long and Short Vowels

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read the following Tricky Words: *he*, *she*, *we*, *be*, *me*, *they*, *their*, *my*, *by*, *you*, and *your*. TEKS 1.2.B.vi

Reading

Students will read "King and Queen" with purpose and understanding, and will answer literal, inferential, and evaluative questions about the story.
TEKS 1.4; TEKS 1.6.F; TEKS 1.6.G

Foundational Skills

Students will distinguish words with long vowel, vowel-consonant-'e' sound/spellings from words with short vowel sound/spellings. TEKS 1.2.B.iii

FORMATIVE ASSESSMENT

Observation

Discussion Questions "King and Queen"
TEKS 1.6.G

TEKS 1.2.B.vi Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Tricky Word Cards (Word Recognition)	Whole Group	10 min.	❑ Tricky Word cards for *he, she, we, be, me, they, their, my, by, you,* and *your*
Reading			
Introduce the Story	Whole Group	25 min.	❑ *Gran* Big Book ❑ *Gran* Reader
Teacher Demonstration: Read "King and Queen"			
Foundational Skills			
Review Sound/Spellings, Tricky Words, and Noun Identification	Small Group	25 min.	❑ Selected activity pages and activities from Unit 2 Pausing Point
Take-Home Material			
Take-Home Story: "The Sweet Shop"			❑ Activity Page 15.1

ADVANCE PREPARATION

Foundational Skills

- Have previously taught Tricky Words cards listed in the Lesson at a Glance ready for each student.
- Determine which Pausing Point activity pages and activities you will be using for Review Sound/Spellings, Tricky Words, and Noun Identification. Decide which pages will be most applicable based on students' needs. Some of these activities require additional preparation; please see the individual activities for preparation instructions.

Reading

- Load the story "King and Queen" from the Teacher Resources on the program's digital components site or prepare to display the *Gran* Big Book.

Universal Access

- Gather pictures to represent *slop, odd, sulk and mope,* and *drift off to sleep* for Preview Core Vocabulary.

Lesson 15: Tricky Words and Long and Short Vowels

Foundational Skills

10M

Primary Focus: Students will read the following Tricky Words: *he*, *she*, *we*, *be*, *me*, *they*, *their*, *my*, *by*, *you*, and *your*. **TEKS 1.2.B.vi**

TRICKY WORD CARDS (10 MIN.)

- Have students take out the index cards they made for *he, she, we, be, me, they, their, my, by, you*, and *your* and place them on their desks. If there are too many cards, feel free to reduce the number.
- Explain that you will say one of the Tricky Words and that you want students to hold up the card for that word.
- Say one of the Tricky Words and have students hold up the correct card. Have one student say a phrase or sentence that contains the Tricky Word.
- Repeat as often as you deem necessary or until time runs out.
- Have students store the index cards for later use.

Check for Understanding

Observe students' performance as they hold up cards during the activity. Note which students are having difficulty identifying the correct Tricky Words.

Support

Partner students to practice reading the Tricky Word cards together, having each student take a turn being "teacher" and "student" ("teacher" flashing the words, "student" reading the words, and then switching roles).

TEKS 1.2.B.vi Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list.

Lesson 15: "King and Queen"

Reading

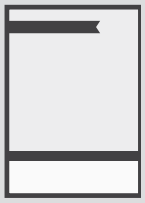
25M

Primary Focus: Students will read "King and Queen" with purpose and understanding, and will answer literal, inferential, and evaluative questions about the story. **TEKS 1.4; TEKS 1.6.F; TEKS 1.6.G**

INTRODUCE THE STORY (5 MIN.)

- Load the digital version for *Gran* or take out the Big Book and display "King and Queen".
- Show students the table of contents. Point to the title "King and Queen" and ask students to put their finger on the page number they would turn to in the book to find the story. *(page 60)*
- Remind students that in "Fuzz and Mel," Gran told Josh and Jen a tale to help them fall asleep. Today they will hear another one of Gran's tales about a king and queen.

Big Book



Page 60

Preview Core Vocabulary

- Preview the vocabulary before reading the story. After introducing the vocabulary, you may ask students to use each word in a sentence to demonstrate understanding of the new vocabulary.

Support

Show pictures to represent the vocabulary words: *slop, odd, sulk and mope,* and *drift off to sleep*.

slop—n., food that is messy and not good to eat (64)
Example: The pig ate his slop for breakfast.

odd—adj., unusual or strange (68)
Example: The odd duck swam around the pond.

Sayings and Phrases

sulk and mope—to be quiet and pout (62)
Example: When the boy felt sad, all he did was sulk and mope around the house.

drift off to sleep—to fall asleep (68)
Example: When the baby lies in her bed, she will drift off to sleep.

TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance.

Vocabulary Chart for "King and Queen"			
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary		slop	
Multiple-Meaning Core Vocabulary Words		odd	
Sayings and Phrases	drift off to sleep sulk and mope		

Purpose for Reading

- Tell students to listen carefully to learn about what happens in Gran's tale of a king and queen.

TEACHER DEMONSTRATION: READ "KING AND QUEEN" (20 MIN.)

Whole Group

- Use the following guidelines when reading the story out loud to the class. You may wish to use your finger or a pointer to follow the print when reading.

Reader

Page 60

Page 60-61

- **. . . the wind and waves!"** (Point to the illustration.) These bubbles above Josh and Jen show what they are imagining or thinking about Gran's tales. A really good tale is written in a way that you can easily imagine what is happening in your head.
- **. . . a king and his queen."** So we know that the king and queen are married. Do you think this is a love story? Let's read more to find out.

Page 62

- **. . . sulk and mope.** Show me what it looks like to sulk and mope.
- **. . . eggs had a bad smell.** What word would you use to describe the queen at this point? What about the king?

Page 64

- **. . . made gum drops.** Do you think the queen will like the gum drops? Why or why not?
- **. . . pot of green slop.** If the king is mad, do you think he is trying to make something that will taste delicious, or something that tastes terrible for the queen?

Page 66

- **"This is the best!"** How do you think the king feels when the queen happily eats the slop? Why?
- Who can tell us a word on this page that has the letter team 'ee' in it? Is there another word that has a letter team in it?

Page 68

- **". . . odd tale."** What do you think *odd* means? How do you know?

Wrap-Up

- Ask students to orally summarize the story to a partner. Remind them that a summary just tells the main points. Encourage them to use words like *first, then, next, finally*, etc.
- Use the following questions to guide discussion about the story.

ENGLISH LANGUAGE LEARNERS

Reading

Reading Closely

Beginning
Ask yes/no questions using simple phrases: "Did Gran make up the tale of the king and queen?" "Did the queen feel sad?"

Intermediate
Provide students with specific sentence frames: "The king made eggs to _____." "The queen liked _____."

Advanced/Advanced High
Encourage students to expand and/or build on other students' responses.

ELPS 4.F; ELPS 4.G

Discussion Questions for "King and Queen"

1. **Evaluative.** Were there any parts of the story that were confusing to you?
   - » Answers may vary.
2. **Inferential and Evaluative.** How does the queen feel at the beginning of the story?
   - » The queen feels sad at the beginning of the story.

   What does she do that shows she is sad?
   - » The queen sulks and mopes. This shows that she is sad.

   Why do you think she feels this way?
   - » Answers may vary.
3. **Inferential.** What does the king try to do to cheer up the queen? Support your answer with examples from the text.
   - » He makes the eggs, cake, and gum drops.

   Does it work?
   - » No; the queen does not like the food.
4. **Inferential.** The king decides to make her green slop. Does he think the queen will like it? Support your answer with examples from the text.
   - » No, he does not think the queen will like it.
5. **Literal.** What do Josh and Jen do after listening to another one of Gran's tales?
   - » Josh and Jen drift off to sleep after listening to the tale.
6. **Evaluative.** Do you think Gran enjoys telling tales? Why or why not?
   - » Answers may vary.

Observation: Discussion Questions

Call on a different student to answer each question. Note student performance in the Discussion Questions Observation Record, indicating whether the question answered was literal, inferential, or evaluative, and whether the student answered in a complete sentence and cited evidence from the text.

Lesson 15: Tricky Words and Long and Short Vowels

Foundational Skills

25M

Primary Focus: Students will distinguish words with long vowel, vowel-consonant-'e' sound/spellings from words with short vowel sound/spellings. **TEKS 1.2.B.iii**

REVIEW SOUND/SPELLINGS, TRICKY WORDS, AND NOUN IDENTIFICATION (25 MIN.)

- To prepare students for the upcoming assessment, you will work with small groups today. Listed below are several different activity pages and activities that can be used for the review. Please pick the activity pages/activities from the Pausing Point that best suit students' needs.

Digraph Spellings

1. Activity Page PP.8: Vowel Sound Switch
2. Activity Page PP.15: Word Box
3. Activity Page PP.16: Label the Picture
4. Activity Page PP.17: Yes or No?
5. Activity Page PP.19: Word Sort 'i_e'
6. Activity Page PP.20: Word Sort 'a_e'
7. Activity Page PP.21: Word Sort 'o_e'
8. Activity Page PP.22: Word Sort 'u_e'
9. Teacher Guide Pausing Point: Highlight Digraphs
10. Teacher Guide Pausing Point: Match Maker
11. Teacher Guide Pausing Point: Stamp Spelling
12. Teacher Guide Pausing Point: Dictation with Phrases

TEKS 1.2.B.iii Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

Tricky Words

1. Activity Pages PP.31 and PP.32: Handwriting
2. Activity Page PP.33: Tricky Word Practice
3. Activity Page PP.34: Fill In the Tricky Words
4. Teacher Guide Pausing Point: Tricky Word Match Maker

Noun Identification

1. Activity Page PP.41: Nouns That Name People
2. Teacher Guide Pausing Point: Group Pictures of Common Nouns
3. Teacher Guide Pausing Point: Group Pictures of Common and Proper Nouns
4. Teacher Guide Pausing Point: Word Sort with Common Nouns
5. Teacher Guide Pausing Point: Word Sort with Proper Nouns

Group 1: Ask students who are able to work independently to complete the selected activity page(s) on their own.

Group 2: Work with students who need more support to complete the selected activity page(s). You may also complete any of the exercises as listed above.

Check for Understanding

Collect the activity pages completed by each student to review and monitor student progress. Make note of further support needed, and students who need a challenge activity rather than specific review. Keep track of students' strengths and weaknesses in your grade book.

End Lesson

Take-Home Material

TAKE-HOME STORY: "THE SWEET SHOP"

- Have students take home Activity Page 15.1 to read with a family member.

Activity Page 15.1

Lesson 15: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

Green Light, Yellow Light

- Print one copy of **Activity Page TR 15.1** on green card stock for each student. Cut apart the word cards.
- Print one copy of **Activity Page TR 15.2** on yellow card stock for each student. Cut apart the word cards.
- Follow the procedure in Additional Support Lesson 5.

PROGRESS MONITORING (OPTIONAL)

- Make a copy of the Word Cards for Progress Monitoring 3 (**Activity Page TR 15.3**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 3 (**Activity Page TR 15.4**) for each student you are assessing.
- Follow the procedure and scoring system used in Additional Support Lesson 5.

LESSON

16

REVIEW

Tricky Words and Long and Short Vowels

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will spell previously taught Tricky Words. TEKS 1.2.C.iv

Reading

Students will reread stories from *Gran* with increased accuracy, appropriate rate, and expression on successive reading; and will review the spellings and punctuation marks used in the stories. TEKS 1.2.B.iii; TEKS 1.4

Foundational Skills

Students will distinguish words with long vowel, vowel-consonant-'e' sound/spellings from words with short vowel sound/spellings. TEKS 1.2.B.iii

FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record (Group 1)
TEKS 1.4

TEKS 1.2.C.iv Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Tricky Word Spelling Bee (Word Recognition)	Whole Group	10 min.	❑ Tricky Word cards
Reading			
Reread Stories from *Gran*	Small Group	15 min.	❑ *Gran* Reader
Foundational Skills			
Review Sound/Spellings, Tricky Words, and Noun Identification (Phonics and Word Recognition)	Small Group	35 min.	❑ Selected activity pages and activities from Unit 2 Pausing Point

ADVANCE PREPARATION

Foundational Skills

- Remove the Trick Word cards from the Tricky Word Wall to use for Tricky Word Spelling Bee.
- Determine which Pausing Point activity pages and activities you will be using for Review Sound/Spellings, Tricky Words, and Noun Identification. Decide which pages will be most applicable based on students' needs. Some of these activities require additional preparation; please see the individual activities for preparation instructions.

Start Lesson

Lesson 16: Review

Foundational Skills

10M

Primary Focus: Students will spell previously taught high-frequency Tricky Words. **TEKS 1.2.C.iv**

TRICKY WORD SPELLING BEE (10 MIN.) TEKS 1.2.C.iv

- You may have students compete as a team or individuals.
- Using the Tricky Word cards, conduct a spelling bee.

Check for Understanding

Monitor students' performance as you call on individual students to spell the Tricky Words. Be sure to note whether the student makes errors on decodable or tricky parts of each word.

Lesson 16: Rereading Stories from *Gran*

Reading

15M

Primary Focus: Students will reread stories from *Gran* with increased accuracy, appropriate rate, and expression on successive reading; and will review the spellings and punctuation marks used in the stories. **TEKS 1.4**

REREAD STORIES FROM GRAN (15 MIN.)

Small Group

Group 1: Work with students to reread stories from *Gran*. Record students' progress in the Anecdotal Reading Record. Review spellings and punctuation marks in the stories.

Support

Prior to beginning the spelling bee, partner students to practice reading and spelling previously taught Tricky Words together, having each student take a turn being "teacher" and "student" ("teacher" flashes the words, "student" reads the words and spells the words, and then they switch roles).

Reader

TEKS 1.2.C.iv Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list;
TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Group 2: Have students reread stories from *Gran*. Remind students to use the Individual Code Chart if they have difficulty remembering how to read a vowel spelling.

Observation: Anecdotal Reading Record

Use the Anecdotal Reading Record provided in the Teacher Resources section to record notes as you listen to Group 1 students read. Make specific note of any words misread by students, recording the word they said instead; analyze errors later for any specific letter-sound confusions.

Lesson 16: Review

Foundational Skills

35M

Primary Focus: Students will distinguish words with long vowel, vowel-consonant-'e' sound/spellings from words with short vowel sound/spellings. **TEKS 1.2.B.iii**

REVIEW SOUND/SPELLINGS, TRICKY WORDS, AND NOUN IDENTIFICATION (35 MIN.)

Small Group

Note: In order to prepare students for the upcoming assessment, you will work with small groups today. Listed here are several different activity pages and activities that can be used for the review. Please choose the activity pages/activities from the Pausing Point that best suit students' needs.

TEKS 1.2.B.iii Demonstrate and apply phonetic awareness by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

Digraph Spellings

1. Activity Page PP.8: Vowel Sound Switch
2. Activity Page PP.15: Word Box
3. Activity Page PP.16: Label the Picture
4. Activity Page PP.17: Yes or No?
5. Activity Page PP.19: Word Sort 'i_e'
6. Activity Page PP.20: Word Sort 'a_e'
7. Activity Page PP.21: Word Sort 'o_e'
8. Activity Page PP.22: Word Sort 'u_e'
9. Teacher Guide Pausing Point: Highlight Digraphs
10. Teacher Guide Pausing Point: Match Maker
11. Teacher Guide Pausing Point: Stamp Spelling
12. Teacher Guide Pausing Point: Dictation with Phrases

Tricky Words

1. Activity Pages PP.31 and PP.32: Handwriting
2. Activity Page PP.33: Tricky Word Practice
3. Activity Page PP.34: Fill In the Tricky Words
4. Teacher Guide Pausing Point: Tricky Word Match Maker

Noun Identification

1. Activity Page PP.41: Nouns That Name People
2. Teacher Guide Pausing Point: Group Pictures of Common Nouns
3. Teacher Guide Pausing Point: Group Pictures of Common and Proper Nouns
4. Teacher Guide Pausing Point: Word Sort with Common Nouns
5. Teacher Guide Pausing Point: Word Sort with Proper Nouns

Group 1: Ask students who are able to do independent work to complete the selected activity page(s) on their own.

Group 2: Work with students who need more support to complete the selected activity page(s). You may also complete any of the exercises listed in the previous boxes.

End Lesson

Lesson 16: Foundational Skills Remediation

Additional Support

SENTENCES

1. She has green skates.
2. Who likes beets?
3. I rode my bike.
4. Grab the rope!
5. Jane skips stones on the lake.
6. He rides a trike.
7. Mike was stung by a bee,
8. Nate can bring some grapes.

MORE HELP WITH VOWEL DIGRAPHS

Pop-Out Chaining

- Distribute the following **Large Letter Cards**, one card per student: '**e**', '**i**', '**o**', '**u**', '**p**', '**b**', '**t**', '**d**', '**c**', '**f**', '**n**', '**w**', '**r**', '**h**'. Tell the student with the 'e' that they have a very special job—they have the magic 'e'.
- Follow the procedure in Additional Support Lesson 13 using the words in the box.

1. cub > cube
2. twin > twine
3. cut > cute
4. not > note
5. fin > fine
6. rid > ride
7. hop > hope
8. tin > tine

LESSON

17

REVIEW

Nouns and Tricky Words

PRIMARY FOCUS OF LESSON

Language (Grammar)

Students distinguish between common and proper nouns, and will demonstrate understanding by designating nouns read aloud by the teacher as common or proper. TEKS 1.11.D.iii

Reading

Students will read "The Trip West" with purpose and understanding, and will answer literal, inferential, and evaluative questions about the story.

TEKS 1.4; TEKS 1.6.A; TEKS 1.6.G

Foundational Skills

Students will distinguish words with long vowel, vowel-consonant-'e' sound/spellings from words with short vowel sound/spellings. TEKS 1.2.B.iii

Students will read and spell previously taught Tricky Words.

TEKS 1.2.B.vi; TEKS 1.2.C.iv

FORMATIVE ASSESSMENT

Observation	**Anecdotal Reading Record** "The Trip West" TEKS 1.4
Activity Page 17.1	**Story Questions** "The Trip West" TEKS 1.6.G
Observation	**Discussion Questions** "The Trip West" TEKS 1.6.G

TEKS 1.11.D.iii Edit drafts using standard English conventions including singular, plural, common, and proper nouns; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge (iii) by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (vi) identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.2.C.iv** Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Grammar)			
Warm-Up: Noun Identification	Whole Group	5 min.	
Reading			
Introduce the Story	Whole Group	5 min.	❑ *Gran* Reader ❑ U.S. map ❑ Preview Spellings Chart (Digital Components) ❑ Activity Page 17.1
Read "The Trip West"	Partner	20 min.	
Foundational Skills			
Wiggle Cards (Phonics)	Whole Group	5 min.	❑ Wiggle Cards
Review Sound/Spellings, Tricky Words, and Noun Identification	Small Group	25 min.	❑ Selected activity pages and activities from Unit 2 Pausing Point
Take-Home Material			
Word Sort			❑ Activity Page 17.2

ADVANCE PREPARATION

Foundational Skills

- Determine which Pausing Point activity pages and activities you will be using for Review Sound/Spellings, Tricky Words, and Noun Identification. Decide which pages will be most applicable based on students' needs. Some of these activities require additional preparation; please see the individual activities for preparation instructions.
- Gather the Wiggle Cards from previous lessons.

Reading

- Use a U.S. map as visual support for Introduce the Story.

Digital Component 17.1

- Create the Preview Spellings chart (Digital Component 17.1) for Introduce the Story on the board/chart paper, or use the digital version.

Start Lesson

Lesson 17: Noun Identification

Language

5M

Primary Focus: Students will distinguish between common and proper nouns, and will demonstrate understanding by designating nouns read aloud by the teacher as common or proper. **TEKS 1.11.D.iii**

WARM-UP (5 MIN.)

Noun Identification

- Remind students that proper nouns identify specific people or places.
- Say the word *president* and the name *George Washington*.
- Ask students which word is the proper noun and why.
- Continue with the remaining words.

1. president—George Washington
2. [name of restaurant in your town]—restaurant
3. town/city—[name of your town/city]
4. United States—country
5. teacher—[your name]
6. school—[name of your school]
7. continent—North America
8. [name of street in your town]—street
9. Fourth of July—holiday
10. Mel—character

Check for Understanding

Ask students to explain how they knew that word was a common noun *(person, place, or thing)* or proper noun. *(a specific person, place, or thing)*

TEKS 1.11.D.iii Edit drafts using standard English conventions including singular, plural, common, and proper nouns.

Lesson 17: "The Trip West"

Reading

25M

Primary Focus: Students will read "The Trip West" with purpose and understanding, and will answer literal, inferential, and evaluative questions about the story.

TEKS 1.4; TEKS 1.6.A; TEKS 1.6.G

INTRODUCE THE STORY (5 MIN.)

- Tell students that the title of today's story is "The Trip West." Point to a U.S. map and show students the West Coast of the United States, and tell them that this is the area being referred to in the title.

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

Digital Component 17.1

/ae/ > 'a_e'	/ie/ > 'i_e'	/ee/ > 'ee'	/ue/ > 'u_e'
made	smiles	greet	mule
take	ride		
came	like		
plane	drives		
safe			
shakes			

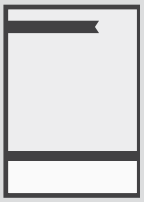
Preview Core Vocabulary

- Preview the vocabulary before reading the story. After introducing the vocabulary, you may ask students to use the word in a sentence to demonstrate understanding of the new vocabulary.

ranch—n., a place to raise livestock, such as cattle (70)
Example: We took a trip out to the ranch to see the cows.

greet—v., to welcome and say hello (74)
Example: We greet our visitor at the door.

Reader



Page 70

TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance.

mule—n., an animal similar to a horse and a donkey, but usually smaller (76)
Example: The mule carried the bags for the travelers.

packs—n., bundles for carrying things (76)
Example: The packs were full of our supplies.

Vocabulary Chart for "The Trip West"			
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary		ranch mule	greet
Multiple-Meaning Core Vocabulary Words			packs
Sayings and Phrases			

Purpose for Reading

- Ask students, "Who do you think will take a trip west, and what do you think will happen?" Tell them to read the story carefully to find out.

READ "THE TRIP WEST" (20 MIN.)

Partner Reading

- Have students take turns reading the story aloud with a partner. When they have finished reading, they should complete Activity Page 17.1.

Observation: Anecdotal Reading Record

Use the Anecdotal Reading Record provided in the Teacher Resources section to record notes as you listen to each student read. Make specific note of any words misread by students, recording the word they said instead; analyze errors later for any specific letter-sound confusions.

Activity Page 17.1

Wrap-Up

- Review Activity Page 17.1 with students. Use the following questions to guide discussion about the story.

Discussion Questions for "The Trip West"

1. **Literal.** Who takes a trip out west?

   » Gran, Josh, and Jen take a trip out west.

2. **Literal.** Who has the ranch out west?

   » Gran's friend Tex has a ranch out west.

3. **Evaluative.** Josh and Jen were excited to travel with Gran. Why do you think they felt that way?

   » Answers may vary.

4. **Inferential.** What words would you use to describe Tex?

   » You could describe Tex as friendly, big, etc.

5. **Literal.** Who do they meet at the ranch?

   » They meet a mule named Sam at the ranch.

   What does Sam do?

   » Sam carries camp stuff.

6. **Inferential.** We learn that Josh and Jen will get to go camping. What do you think will happen on their camping trip?

   » Answers may vary.

Activity Page 17.1: Story Questions

Collect Activity Page 17.1 to review and monitor student progress.

Observation: Discussion Questions

Call on a different student to answer each question. Note student performance in the Discussion Questions Observation Record, indicating whether the question answered was literal, inferential, or evaluative, and whether the student answered in a complete sentence and cited evidence from the text.

ENGLISH LANGUAGE LEARNERS

Reading

Reading Closely

Beginning
Ask yes/no questions using simple phrases: "Will the kids and Gran take a trip?"

Intermediate
Provide students with specific sentence frames: "The kids yell, 'Take us _____!'" "The kids pack their _____."

Advanced/Advanced High
Encourage students to expand and/or build on other students' responses.

ELPS 2.H; ELPS 4.G

Lesson 17: Review

Foundational Skills

30M

Primary Focus

Students will distinguish words with long vowel, vowel-consonant-'e' sound/spellings from words with short vowel sound/spellings. **TEKS 1.2.B.iii**

Students will read and spell previously taught Tricky Words. **TEKS 1.2.B.vi; TEKS 1.2.C.iv**

WIGGLE CARDS (5 MIN.)

- Pick Wiggle Cards for students to read aloud and act out.

REVIEW SOUND/SPELLINGS, TRICKY WORDS, AND NOUN IDENTIFICATION (25 MIN.)

Note: In order to prepare your students for the upcoming assessment, you will work with small groups today. Listed below are several different activity pages and activities that can be used for the review. Please pick the activity pages/activities that best suit students. You should meet with the group you did not work with in Lesson 16.

Digraph Spellings

1. Activity Page PP.8: Vowel Sound Switch
2. Activity Page PP.15: Word Box
3. Activity Page PP.16: Label the Picture
4. Activity Page PP.17: Yes or No?
5. Activity Page PP.19: Word Sort 'i_e'
6. Activity Page PP.20: Word Sort 'a_e'
7. Activity Page PP.21: Word Sort 'o_e'
8. Activity Page PP.22: Word Sort 'u_e'
9. Teacher Guide Pausing Point: Highlight Digraphs
10. Teacher Guide Pausing Point: Match Maker
11. Teacher Guide Pausing Point: Stamp Spelling
12. Teacher Guide Pausing Point: Dictation with Phrases

TEKS 1.2.B Demonstrate and apply phonetic knowledge by (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (vi) identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.2.C.iv** Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.

Tricky Words

1. Activity Pages PP.31 and PP.32: Handwriting
2. Activity Page PP.33: Tricky Word Practice
3. Activity Page PP.34: Fill In the Tricky Words
4. Teacher Guide Pausing Point: Tricky Word Match Maker

Noun Identification

1. Activity Page PP.41: Nouns That Name People
2. Teacher Guide Pausing Point: Group Pictures of Common Nouns
3. Teacher Guide Pausing Point: Group Pictures of Common and Proper Nouns
4. Teacher Guide Pausing Point: Word Sort with Common Nouns
5. Teacher Guide Pausing Point: Word Sort with Proper Nouns

Group 1: Ask students who are able to do independent work to complete the selected activity page(s) on their own. If they finish early, they may read any story from *Gran*.

Group 2: Work with students who need more support to complete the selected activity page(s) and/or activities.

Check for Understanding

Collect and correct the Activity Pages completed by each student. Make note of further support needed, and students who need a challenge activity rather than specific review. Keep track of students' strengths and weaknesses in your grade book.

End Lesson

Take-Home Material

WORD SORT

Activity Page 17.2

- Have students take home Activity Page 17.2 to practice reading and writing digraphs with a family member.

Lesson 17: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

Tricky Word Bingo

- Copy and provide a Bingo board (**Activity Page TR 17.1**) and **nine tokens** to each student.
- Make a copy of the word cards for your use (**Activity Page TR 17.2**) and cut the word cards apart.
- As word cards are selected and read, students search for the word on their game board.
- Ask students to put their finger on the word if they find it and read it aloud to confirm they are correct before covering the space.
- When students are incorrect, use the opportunity to address the confusion.
- When students are correct, ask them to explain how they selected their answer.
- The game may be played until one or all students get three spaces covered in a row, or until one or all students get "blackout" (covering the entire board).

Race to the Top

- Make one copy of the word cards (**Activity Page TR 17.2**) for each pair of students.
- Make one copy of the Race to the Top ladder (**Activity Page TR 17.3**), for each student.
- Have students cut the cards apart and place them facedown in a pile.
- As cards are drawn, the word side of the card is shown to the opposing player to be read. The picture side allows for confirmation/correction.
- For correct answers, students move up a rung on the ladder; for incorrect answers, students fall down a rung. First student who gets to the top wins.

LESSON

18

UNIT ASSESSMENT

Word Recognition and Reading Comprehension

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will know and apply grade-level phonics and word analysis skills, such as applying common letter-sound correspondences, in decoding words as they complete the Unit 2 Word Recognition Assessment. TEKS 1.2.B.i

Reading

Students will read "Saved by the Bells" independently and will answer multiple-choice, literal questions about the story. TEKS 1.6.G

FORMATIVE ASSESSMENT

Activity Page 18.1	**Word Recognition Assessment** TEKS 1.2.B.i
Activity Page 18.2	**Reading Comprehension Assessment** "Saved by the Bells" TEKS 1.6.G

TEKS 1.2.B.i Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter sound correspondences; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Word Recognition Assessment	Whole Group	20 min.	❏ Activity Page 18.1 ❏ Assessment Record Sheet—Unit 2
Wiggle Cards (Phonics)	Whole Group	10 min.	❏ Wiggle Cards
Reading			
Reading Comprehension Assessment	Whole Group	30 min.	❏ Activity Page 18.2 ❏ *Gran* Reader ❏ Assessment Record Sheet—Unit 2

ADVANCE PREPARATION

Note to Teacher

Today you will begin the Unit 2 assessments:

- The Word Recognition Assessment tests students' ability to recognize and read words with digraphs and previously taught spellings.
- The Reading Comprehension Assessment tests students' ability to read a story independently and answer comprehension questions.

It is recommended that you group students based on their assessment scores, providing remedial exercises during the remainder of this unit. Please keep the results of this unit assessment in students' assessment portfolios.

Foundational Skills

- Gather the Wiggle Cards from previous lessons.

Start Lesson

Lesson 18: Review/Assessment

Foundational Skills

30M

Primary Focus: Students will know and apply grade-level phonics and word analysis skills, such as applying common letter-sound correspondences, in decoding words as they complete the Unit 2 Word Recognition Assessment.

TEKS 1.2.B.i

WORD RECOGNITION ASSESSMENT (20 MIN.) TEKS 1.2.B.i

Administration

Activity Page 18.1

- Distribute Activity Page 18.1.
- Tell students that for this activity, they must listen carefully to you. For each number, you will say one word. They must find that word in that row and circle it.
- Say, "Find the first row of words. Listen carefully to this word: *bite*. I will say the word again: *bite*. Now find the word that you heard and circle it." You may repeat the word up to three times.
- Proceed with the rest of the words listed below, repeating the word at least twice for each item.

Word Recognition Assessment

1. bite	6. cute	11. robe
2. rose	7. sheep	12. shine
3. seek	8. lake	13. close
4. rate	9. cube	14. pane
5. beet	10. line	15. mute

Activity Page 18.1: Word Recognition Assessment

Collect Activity Page 18.1 to assess student progress.

TEKS 1.2.B.i Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter sound correspondences.

Scoring and Analysis

Complete the Assessment Record Sheet—Unit 2, located in Teacher Resources.

If you have students who score **below 12 out of 15** on this assessment, they may need more practice to master the letter-sound correspondences taught in this unit. Refer to the Additional Support activities at the end of lessons or the Pausing Point.

WIGGLE CARDS BREAK (10 MIN.)

- Choose Wiggle Cards for students to read aloud and act out.

Lesson 18: Assessment

Reading

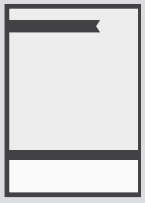
30M

Primary Focus: Students will read "Saved by the Bells" independently and will answer multiple-choice, literal questions about the story. TEKS 1.6.G

READING COMPREHENSION ASSESSMENT

Administration

Reader



Page 78

- Distribute Activity Page 18.2.
- Tell students they will read a story from *Gran* called "Saved by the Bells." After they read the story, they will answer questions. Remind students to look back at the story if they need help remembering details.

Activity Page 18.2: Reading Comprehension Assessment

Activity Page 18.2

Collect Activity Page 18.2 to assess student progress.

Scoring and Analysis

Complete the Assessment Record Sheet—Unit 2, located in Teacher Resources.

TEKS 1.6.G Evaluate details to determine what is most important with adult assistance.

If you have students who score **below 3 out of 5** on this assessment, look for opportunities during the remainder of the unit to have these students read "Saved by the Bells" aloud to you. Try to determine whether the comprehension errors are a function of poor decoding skills.

If a student performs poorly on both the Word Recognition and Reading Comprehension Assessments, practice reading words with specific digraphs.

If, however, a student does well on the Word Recognition Assessment but poorly on the Reading Comprehension Assessment, he or she may need more opportunities rereading stories to build fluency and automaticity. Consider having this student practice reading the remaining stories in *Gran* several times before completing the related Pausing Point comprehension activity pages.

End Lesson

Lesson 18: Foundational Skills Remediation

Additional Support

CHAINS

1. hole > pole > pile > mile > male > made > mad > sad > seed > seen > seep > sip > sit
2. ride > rid > rod > rode > code > cod > cot > cut > cute > cube > cub > cab > can > cane
3. site > sit > hit > hot > not > note > dote > dot > rot > rod > nod > need > ned > net
4. wide > wade > fade > fate > late > lane > mane > man > ban > tan > ten > teen > tone > tine

PHRASES AND SENTENCES

1. Hike five miles.
2. a wise man
3. rock and stone
4. a poke in the side
5. Pack a mule.
6. Drive home.
7. Spend a dime.
8. hide and seek
9. a pile of socks
10. wide street

LESSON

19

UNIT ASSESSMENT

Identifying Nouns

PRIMARY FOCUS OF LESSON

Language (Grammar)

Students will identify the nouns in oral sentences, and will determine whether the noun names a person, place, or thing. TEKS 1.11.D.iii

Students will determine the noun that is a person, place, or thing in text. TEKS 1.11.D.iii

Reading

Students will reread stories from *Gran* with increased accuracy, appropriate rate, and expression. TEKS 1.4

FORMATIVE ASSESSMENT

Activity Page 19.1

Identifying Nouns Assessment
TEKS 1.11.D.iii

TEKS 1.11.D.iii Edit drafts using standard English conventions including singular, plural, common, and proper nouns;
TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Grammar)			
Warm-Up: Identify Nouns	Whole Group	5 min.	
Identifying Nouns Assessment	Whole Group	25 min.	❑ Activity Page 19.1 ❑ Assessment Record Sheet—Unit 2
Reading			
Reread Stories from *Gran*	Small Group/ Partner	30 min.	❑ *Gran* Reader

ADVANCE PREPARATION

Note to Teacher

Today you will finish with the Unit 2 assessments.

- The Identifying Nouns Assessment tests students' ability to correctly identify different types of nouns.

It is recommended that you group students based on their assessment scores, providing remedial exercises during the remainder of this unit. Please keep the results of this unit assessment in students' assessment portfolios.

Start Lesson

Lesson 19: Review/Assessment

Language

30M

Primary Focus

Students will identify the nouns in oral sentences, and will determine whether the noun names a person, place, or thing. **TEKS 1.11.D.iii**

Students will determine the noun that is a person, place, or thing in text. **TEKS 1.11.D.iii**

WARM-UP (5 MIN.)

Identify Nouns

Note: This is an oral exercise. Students are not expected to read the words as some of them are not yet decodable.

- Remind students that they have learned that nouns can name a person, place, or thing.
- Say the phrase "big box," and ask which word is a noun. *(box)*
- Ask students if *box* is a person, place, or thing. *(thing)*
- When students have given the correct answer, say, "*Box* is a thing and a word that names a thing is called a noun."
- Continue with the phrases and sentences below.

1. the silly boy
2. a scary story
3. a large park
4. the nice teacher
5. a good movie
6. The car is red.

IDENTIFYING NOUNS ASSESSMENT (25 MIN.)

Administration

- Distribute Activity Page 19.1.
- Explain that nouns are printed on this activity page. In each line, the students will have to circle nouns that belong to a certain type. The nouns name a person, place, or thing, or they are proper nouns. There may be more than one answer for each line.

Activity Page 19.1

TEKS 1.11.D.iii Edit drafts using standard English conventions including singular, plural, common, and proper nouns.

- Draw students' attention to the unnumbered example at the top of the activity page. Have the students read the nouns and guide them through identifying the nouns that name a thing (*snake*, *snack*, and *kite*). Have students circle those nouns. Explain that there may be more than one answer in each line.
- Work through the remaining lines on the activity page, telling students the type of noun they need to identify in each line.
- If you have students who score **6 or less** on this assessment, they may need more practice identifying different types of nouns. Look for opportunities to do additional work with these students in the remainder of this unit. See the Pausing Point for appropriate exercises.

Line 1

- Draw students' attention to line 1 and have them read the nouns.
- Have students circle the noun(s) in line 1 that is a proper noun (i.e., name(s) a specific person). *(Josh)*

Line 2

- Draw students' attention to line 2 and have them read the nouns.
- Have students circle the noun(s) in line 2 that name a thing. *(tree, plane, bee)* Let students know they may circle more than one word.

Line 3

- Draw students' attention to line 3 and have them read the nouns.
- Have students circle the noun(s) in line 3 that name a place. *(cave, home, state)* Let students know they may circle more than one word.

Line 4

- Draw students' attention to line 4 and have them read the nouns.
- Have students circle the noun(s) in line 4 that are proper nouns. *(Jake, Rome)*

Line 5

- Draw students' attention to line 5 and have them read the nouns.
- Have students circle the noun(s) in line 5 that name(s) a person. *(kid)*

Activity Page 19.1: Noun Identification Assessment

Collect Activity Page 19.1 to assess student progress.

Scoring and Analysis

- Complete the Assessment Record Sheet—Unit 2, located in Teacher Resources.

Lesson 19: Reread Stories from *Gran*

Reading

30M

Primary Focus: Students will reread stories from *Gran* with increased accuracy, appropriate rate, and expression. **TEKS 1.4**

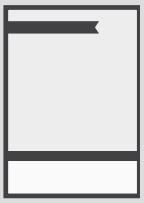
REREAD STORIES FROM GRAN (30 MIN.)

Group 1: Work with students to reread any stories from *Gran*, asking students questions along the way.

Group 2: Have students work with a partner to reread stories from *Gran*.

End Lesson

Reader



TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Pausing Point

This is the end of Unit 2. Please pause here and spend additional time (2 or 3 days) reviewing the material taught in Unit 2. You can have students do any combination of the exercises listed below. Exercises that were part of the Additional Support lessons are listed here only by name with reference to their respective lessons. All other exercises have full descriptions.

You may find that different students need extra practice with different objectives. It can be helpful to have students focus on specific exercises in small groups.

PAUSING POINT TOPIC GUIDE

Blend and Segment Words

Relay Blending	Page 212
Sound Hopscotch	Page 212

Recognize and Isolate the Sounds Taught in Unit 2

Sound Search	Page 213
Guess the Sound!	Page 213
Sound Riddles	Page 213
Hear Medial Sounds	Page 215
Beginning, Middle, or End	Additional Support Lesson 1
Match Me	Additional Support Lessons 1, 3, 6, 9, 12
Matching	Additional Support Lesson 1
Target Sounds	Additional Support Lesson 2

Recognize the Spellings Taught in Unit 2

Sound/Spelling Review with Large Cards	Page 216
Sound/Spelling Review with Individual Code Charts	Page 216
Spelling Bingo	Page 216
Cut Up Digraphs	Page 217
Highlight Digraphs	Page 217
Step Sounds	Page 217

Write the Spellings Taught in Unit 2

Sound Dictation	Page 217
Magic ‘e’ Strips	Additional Support Lessons 3, 6, 9

Read One-Syllable Words That Contain Vowel Digraphs

Pop-Out Chaining	Page 218
Teacher Chaining	Additional Support Lesson 5; Page 218
Pocket Chart Chaining for Reading	Page 219
Word Sort with Digraphs	Additional Support Lesson 4; Page 220
Choose the Right Word	Page 221
Guess My Word	Page 222
Fishing Pond	Page 222
Match Maker	Additional Support Lesson 8; Page 222

Read Phrases/Sentences

Phrase Flip Book	Page 223
Read Phrases and Sentences	Page 223
Wiggle Cards	Page 224
Phrase Maker	Page 224
Phrases and Sentences	Additional Support Lessons 1, 3, 6, 8, 12, 13, 18
Sentences	Additional Support Lesson 16

Spell One-Syllable Words with Vowel Digraphs

Teacher Chaining	Additional Support Lesson 5; Page 225
Pocket Chart Chaining for Spelling	Page 225
Stamp Spelling	Page 226
Chains	Additional Support Lesson 18
Pop-Out Chaining	Additional Support Lessons 13, 16

Write Words That Contain Vowel Digraphs

Handwriting Activity Pages with Vowel Digraphs	Page 226
Choose the Word	Page 226
Vowel Sound Switch	Page 226
Dictation Identification	Page 226
Chaining Dictation Activity Page	Page 227
Chaining Dictation	Page 227
Dictation Activity Pages for Words with 'a_e', 'i_e', 'o_e', or 'u_e'	Page 228
Dictation with Words	Page 229
Word Box	Page 230
Label the Picture	Page 230
Yes or No	Page 230
Word Sort	Page 230

Write Phrases

Make Phrases with Cards	Page 230
Copy and Illustrate Phrases	Page 231
Word Box with Phrases and Pictures	Page 231
Complete Phrases	Page 231
Dictation with Phrases and Sentences	Page 231

Write Sentences

Sentence Strips	Page 232
Make Sentences with Cards	Page 232
Fill in the Missing Words	Page 232
Complete Sentences	Page 233
Create Sentences	Page 233
Dictation with Sentences	Page 233

Read Tricky Words

Green Light, Yellow Light	Additional Support Lessons 5, 11, 15; Page 234
Tricky Word Match Maker	Additional Support Lessons 2, 14; Page 235
Bean Bag Toss	Additional Support Lessons 2, 14

Tricky Word Phrases/Sentences — Additional Support Lesson 7

Tricky Word Trucks — Additional Support Lesson 10

Tricky Word Bingo — Additional Support Lesson 17

Race to the Top — Additional Support Lesson 17

Tricky Word Search — Page 235

Write Tricky Words

Handwriting Activity Pages with Tricky Words — Page 236

Tricky Word Practice — Page 236

Fill in the Tricky Words — Page 237

Read Decodable Stories

"Splash Dogs," "Tex and Rex," "Gran's Mud Run," and "Gran's Trip Home" — Page 237

More Help with Oral Reading

Silly Voices — Additional Support Lesson 4

Two Voices — Additional Support Lessons 7, 11

Take-Home Stories

"King" and "Saved by the Bells" — Page 239

Story Questions Activity Pages

"Splash Dogs," "Tex and Rex," "Gran's Mud Run," "Gran's Trip Home" — Page 239

Identify Proper Nouns and Common Nouns

Group Pictures of Common Nouns — Page 239

Group Pictures of Common Nouns and Proper Nouns — Page 239

Word Sort with Common Nouns (People and Things) — Page 239

Word Sort with Common Nouns (Things and Places) — Page 240

Word Sort with Proper Nouns (People and Places) — Page 240

Word Sort with Common Nouns and Proper Nouns — Page 241

Nouns that Name People — Page 242

Find Nouns in the Stories — Page 242

Use Punctuation Marks

Make Questions, Exclamations, and Statements Page 242

Find Questions, Exclamations, and Statements in the Stories Page 244

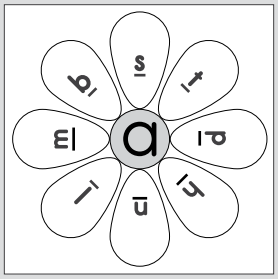
Punctuation Activity Page Page 244

BLEND AND SEGMENT WORDS

Relay Blending

- Divide the class into two teams and have each team form a line.
- Say a segmented word (e.g., /b/ . . . /ie/ . . . /k/), and ask the first student in each line to blend it.
- The student who is first to blend the word correctly gets a point for his or her team. Both students should then move to the back of their respective lines.
- If neither student can blend the word correctly, have both students move to the back of their respective lines and let the next students in line take a turn.

Sound Hopscotch



- Firmly affix spellings from this unit to the floor of your classroom in a daisy pattern.
- The center of the daisy should be a spelling for a vowel sound reviewed in this unit (e.g., 'a_e'). The petals of the daisy should be spellings for consonant sounds (e.g., 't', 'p', 'm', 'g', and 'n'. Tape the spellings securely to the floor.
- Give a student a starting point such as the picture of the /t/ sound ('t'). Ask the student to create a real or silly word by jumping to the center spelling, then to a petal spelling, and then back to the vowel sound. This is to show the student that the second part of the vowel digraph follows the spelling for the consonant sound. Possible words are *tape, tame, pane, mate, mane, gate, gape, game, Nate, nape, name*.
- Make sure that the student says the sounds that the spellings stand for as he or she is jumping on them.
- The other students should blend the word after the jumping student has come to a halt.
- You can also play this game outside on the playground.

RECOGNIZE AND ISOLATE THE SOUNDS TAUGHT IN UNIT 2

Sound Search

- Say one of the sounds reviewed in this unit and ask students to find an object in the classroom that begins with that sound.
- Help students find the first object.
- When a student has found an object, have them show it to the other students and say its name.

Guess the Sound!

- Whisper a "secret sound" to one student and ask them to find an object in the classroom that begins with that sound.
- When the student points to the object, have the other students guess what the "secret sound" was.

Sound Riddles

- Tell students that you are going to say some riddles, each of which has an answer that contains the /ee/ sound.
- Have students listen and answer.
- Repeat with riddles for the remaining sounds reviewed in Unit 2.
- **Variation:** For a change of pace, make this a "teacher challenge." Ask students to think of a word that contains one of the target sounds and give you a hint.

Note: It might be helpful to use objects or pictures to help students think of the word you are looking for.

For /ee/ sound:

1. I'm thinking of the number that comes after two. *(three)*
2. I'm thinking of the color of grass. *(green)*
3. I'm thinking of something we do when we are hungry. *(eat)*
4. I'm thinking of something that has a trunk, branches, and leaves. *(tree)*
5. I'm thinking of something we plant when we want to grow a flower. *(seed)*
6. I'm thinking of something we do at night. *(sleep or dream)*
7. I'm thinking of something we use to lock or unlock a door. *(key)*
8. I'm thinking of a farm animal that says, "Baa, baa!" *(sheep)*

For /ae/ sound:

1. I'm thinking of the largest animal that lives in the sea. *(whale)*
2. I'm thinking of a dessert that often has icing on it. *(cake)*
3. I'm thinking of an animal that is long and has scales but no legs. *(snake)*
4. I'm thinking of what you need to do with cookies in the oven before you can eat them. *(bake)*
5. I'm thinking of a fruit that grows in clusters and is either red or green. *(grapes)*
6. I'm thinking of the flat, round dish from which you eat food. *(plate)*
7. I'm thinking of what reptiles have on their skin. *(scales)*

For /ie/ sound:

1. I'm thinking of something very cold and clear that melts when you take it out of the freezer. *(ice)*
2. I'm thinking of something that has two wheels and two pedals. A lot of kids like to ride this. *(bike)*
3. I'm thinking of a round dessert that can be made with cherries, pumpkin, or blueberries. *(pie)*
4. I'm thinking of the number that comes after four. *(five)*
5. I'm thinking of the opposite of *day*. *(night)*
6. I'm thinking of something that brightens up a room when you turn it on. *(light)*
7. I'm thinking of the opposite of *left*. *(right)*
8. I'm thinking of what birds use their wings to do. *(fly)*

For /oe/ sound:

1. I'm thinking of what we have on our feet. *(toes)*
2. I'm thinking of what we use when we wash our hands. *(soap)*
3. I'm thinking of the body part that we use to smell things. *(nose)*
4. I'm thinking of something that dogs like to chew on. *(bones)*
5. I'm thinking of the thing we use to call friends or family. *(phone)*
6. I'm thinking of another word for *rock*. *(stone)*
7. I'm thinking of a small, mouse-like animal that lives in the ground and digs tunnels. *(mole)*
8. I'm thinking of the black stuff that you see rising from a fire. *(smoke)*

For /ue/ sound:

1. I'm thinking of something that describes a puppy or kitten well. *(cute)*
2. I'm thinking of the animal that is a cross between a horse and a donkey. *(mule)*
3. I'm thinking of the button on the remote control that shuts off the sound. *(mute)*
4. I'm thinking of the opposite of the word *me*. *(you)*

Hear Medial Sounds

Note: This is an oral exercise. Students are not expected to read the words .

- Follow the procedure in Lesson 1 using the words in the box.
- **Modification:** The target sounds can also be at the beginning or at the end of the words.

Words for /ee/:

1. cheap
2. mean
3. meet
4. sheep
5. beak
6. deep
7. feet
8. heat
9. Jean
10. leap

Words for /ae/:

1. shape
2. cane
3. mail
4. save
5. chase
6. lane
7. hail
8. gaze
9. tale
10. pain

Words for /oe/:

1. bone
2. hope
3. mole
4. poke
5. bowl
6. robe
7. role
8. foal
9. phone
10. foam

Words for /ue/:

1. cube
2. huge
3. mule
4. fuse
5. mute
6. cute
7. pure
8. fume

RECOGNIZE THE SPELLINGS TAUGHT IN UNIT 2

Sound/Spelling Review with Large Cards

- Distribute all or some of the Large Letter Cards for previously taught sound/spellings. Be sure to include the vowel sounds reviewed in this unit.
- Tell students that you will call out sounds and that you want the student with a spelling for that sound to run to the front of the room and hold up the card.
- Note that for some sounds more than one student will get up because of spelling alternatives (e.g., 'ck' > /k/).

Sound/Spelling Review with Individual Code Charts

There are many ways to use the Individual Code Charts for review. Here are some ideas:

- Say one of the new vowel sounds and ask students to show you the spelling for the sound.
- Ask students to show you the vowel spellings that are separated by a consonant sound in a word.

Spelling Bingo

Note: On the Internet you can find free Bingo card generators.

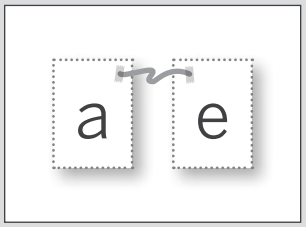
- Make Bingo cards with the spellings reviewed in Units 1 and 2.
- Write the same spellings on paper slips and put them in a box.
- Give each student a Bingo card and playing pieces.
- Explain that you will pull spellings from the box and that you want students to put a playing piece on top of that spelling if it is on their Bingo card.
- Explain that when all spellings on a student's card are covered, that student should say, "Bingo!"

Spellings taught in Units 1 and 2:

1. 'i', 'e', 'a', 'o', 'u'
2. 'ee', 'a_e', 'i_e', 'o_e', 'u_e'
3. 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h', 'w', 'j', 'y', 'x'
4. 'ch', 'sh', 'th', 'qu', 'ng'
5. 'bb', 'dd', 'ff', 'gg', 'll', 'mm', 'ss', 'ck', 'cc', 'nn', 'pp', 'rr', 'tt', 'zz'

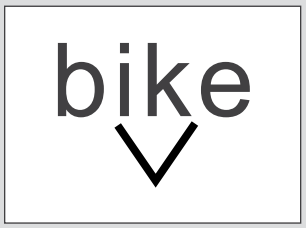
Cut Up Digraphs

- Write the digraphs for /ae/, /ie/, /oe/, and /ue/ on cards, leaving out the space between the two letters of each digraph (e.g., 'a_e', 'i_e').
- Have students cut the digraphs apart and explain that the letters still work together.
- Then have students use string or tape to reconnect the two letters of each digraph, leaving a space between the individual letters. Have students give the sound for each separated digraph.



Highlight Digraphs

- Write a number of decodable words that contain the digraphs reviewed in this unit on a sheet of paper.
- Ask students to read the words and highlight the letters of each digraph.
- **Extension:** Have students connect the separated digraphs with a V-shaped mark.



Step Sounds

- Firmly affix two rows of five to eight squares on the floor and have a student stand at the head of each row.
- Hold up a spelling for the first student and ask them to say the sound. If the student says the correct sound, they move one square forward.
- Repeat this process, alternating between the two students.

WRITE THE SPELLINGS TAUGHT IN UNIT 2

Sound Dictation

- Have students take out pencils and paper.
- Give out up to twenty Large Letter Cards for the sound/spellings reviewed in Units 1 and 2. Be sure to include the vowel spellings reviewed in Unit 2.

- Say a sound and tell the student with the Large Letter Card for that sound to stand up.
- Have the other students write the spelling on their paper.
- Encourage students to draw the spelling with their finger on their desk before drawing it on paper.
- Repeat for the remaining sounds.
- Be sure to give every student the chance to be the keeper of a Large Letter Card.

Spellings taught in Units 1 and 2:

1. 'i', 'e', 'a', 'o', 'u'
2. 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h', 'w', 'j', 'y', 'x'
3. 'ch', 'sh', 'th', 'qu', 'ng'
4. 'bb', 'dd', 'ff', 'gg', 'll', 'mm', 'ss', 'ck', 'cc', 'nn', 'pp', 'rr', 'tt', 'zz'
5. 'ee', 'a_e', 'i_e', 'o_e', 'u_e'

READ ONE-SYLLABLE WORDS THAT CONTAIN VOWEL DIGRAPHS

Pop-Out Chaining

- Follow the procedure in Lesson 4 using the words in the box.
- You will need the following Large Letter Cards: 'i', 'e', 'a', 'u', 'o', 'm', 'n', 't', 'd', 'c', 'r', 'k', 's', 'l', 'f', 'w'.

1. plan > plane
2. mad > made
3. fat > fate
4. sit > site
5. twin > twine
6. kit > kite
7. not > note
8. rod > rode
9. slop > slope
10. cub > cube
11. cut > cute
12. us > use

Teacher Chaining

- Follow the procedure in Lesson 2 using the chains in the box.

1. hope > rope > nope > note > not > hot > hat > hate > fate > late > lane
2. mate > mane > pane > sane > same > tame > game > came > cane > crane
3. sit > sat > slat > slate > late > gate > grate > crate > rate > date
4. rid > ride > rode > role > mole > pole > pile > mile > tile > tide
5. wide > wade > fade > fate > late > lane > mane > man > tan > teen

Pocket Chart Chaining for Reading

- Set up the pocket chart.
- Arrange the cards for the following vowel spellings along the top of the pocket chart: 'i', 'a', 'u', 'o', 'ee', 'a_e', 'i_e', 'o_e', 'u_e'.
- Arrange the cards for the following consonant spellings along the bottom of the pocket chart: 'm', 'n', 't', 'd', 'c', 'k', 'p', 'b', 's', 'w', 'l', 'r', 'h', 'sh'.
- Point to the spellings and have students say the sounds.
- Explain that you will combine spellings to make words.
- Move the 'k', 'i' and 't' cards to the center of your pocket chart to spell *kit.*
- Ask the class to read the word.
- Replace the 'i' card with the 'i_e' card and say, "If that is *kit,* what is this?"
- Ask a student to read the word.
- Ask students what change you made to the word *kit* to get the word *kite.*
- Work through the remaining words.

1. kit > kite > bite > site > side > wide > wade > made > make > mike
2. keep > keen > seen > sheen > sheep > beep > seep > weep > sweep > sweet
3. cub > cube > cute > mute > mate > male > mile > mule > mole > sole
4. hop > hope > mope > mode > rode > ride > ripe > rope > rose > rise
5. sale > sole > stole > stale > tale > tile > tide > side > seed > weed

Note: You are not expected to use all of these chains in one exercise. Please make a selection that best suits students' needs.

Pocket Chart Setup

Word Sort with Digraphs

- Choose one of the following sound pairs and write decodable words that contain these sounds on cards, one word per card: /a/ and /ae/, /e/ and /ee/, /i/ and /ie/, /o/ and /oe/, and /u/ and /ue/.
- If you choose the sound pair /a/—/ae/, label a box with the spelling 'a' and another box with the spelling 'a_e'.
- Ask students to read the words on the cards and determine if the words contain the /a/ sound or the /ae/ sound.
- Have students place the word cards in the appropriate boxes.
- Repeat with the remaining sound pairs.

Words for the Sound Pair /a/—/ae/:

1. rat—rate
2. pan—pane
3. mat—mate
4. at—ate
5. can—cane
6. cap—cape
7. fat—fate
8. hat—hate
9. mad—made
10. tap—tape

Words for the Sound Pair /e/—/ee/:

1. bet—beet
2. met—meet
3. bred—breed
4. fed—feed
5. Fred—freed
6. pep—peep
7. red—reed
8. ref—reef
9. step—steep
10. ten—teen

Words for the Sound Pair /i/—/ie/:

1. pin—pine
2. shin—shine
3. bit—bite
4. hid—hide
5. quit—quite
6. rip—ripe
7. slim—slime
8. spin—spine
9. twin—twine
10. kit—kite

Words for the Sound Pair /o/—/oe/:

1. hop—hope
2. mop—mope
3. glob—globe
4. cod—code
5. not—note
6. rob—robe
7. rod—rode
8. slop—slope

Words for the Sound Pair /u/—/ue/:

1. cub—cube
2. mut—mute
3. cut—cute
4. us—use

Choose the Right Word

- Write the words *feet, tree,* and *queen* on the board/chart paper and have students read them.
- Tell students that you are going to ask them some questions. They can find the answers on the board/chart paper.
- Ask students, "Which word names body parts that are at the end of your legs?"
- Have students find the answer *(feet)* on the board/chart paper and copy it onto a sheet of paper or white board.
- Continue this process with the remaining sets of questions.

1a. Which word names body parts that are at the end of your legs? *(feet)*

1b. Which word is a plant that grows tall and has a trunk and leaves? *(tree)*

1c. Which word is a person who is married to a king? *(queen)*

2a. Which word tells how to cook a cake? *(bake)*

2b. Which word is a machine that flies through the air? *(plane)*

2c. Which word describes what you are if you are not on time? *(late)*

3a. Which word is what a clock tells you? *(time)*

3b. Which word is a distance you might travel as you drive on a road? *(mile)*

3c. Which word describes something that is worth ten cents? *(dime)*

4a. Which word describes something a fire makes? *(smoke)*

4b. Which word describes something on your face? *(nose)*

4c. Which word is another name for a rock? *(stone)*

Guess My Word

- Set up the pocket chart.
- Arrange cards for the following vowel spellings along the top of the pocket chart: 'i', 'e', 'a', 'u', 'o'.
- Arrange cards for ten consonant spellings along the bottom of the pocket chart.
- Think of a decodable word that you can spell using the spellings shown, but do not tell the class your word.
- Tell students how many sounds are in your word.
- Invite students to guess the word by asking whether or not it contains specific sounds.
- If students ask about a sound that is in the word, move that spelling or spellings to the middle of the pocket chart. If there are spelling alternatives for that sound, ask students to pick the spelling. Correct if necessary.
- Continue until the word has been spelled in the center of the pocket chart.
- Repeat with additional words.

Fishing Pond

Activity Page PP.1

- Copy the template provided on Activity Page PP.1 on card stock or construction paper.
- Write a decodable word on each fish. You can find a list of decodable words at the end of most lessons.
- Attach a paper clip to the top of each fish.
- Make a fishing pole from a pole, a string, and a magnet.
- Have students take turns fishing.
- When a student catches a fish, he or she should read the word written on the fish and then copy it onto a piece of paper.

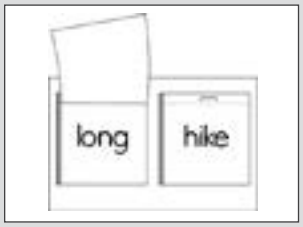
Match Maker

- Write decodable words on small cards. Use one word per card, and make two identical cards for each word.

- Shuffle the cards and lay them facedown on the table.
- Have students turn over two cards at a time, attempting to find matching cards.
- If a student finds a match, the student keeps the cards.
- Let the game continue until all matches have been found.

READ PHRASES/SENTENCES

Phrase Flip Book



- Cut out twenty slips of paper.
- Write the following decodable adjectives on ten slips of paper, one adjective per slip: *long, big, red, hot, free, green, steep, sweet, cute, deep.*
- Write the following decodable nouns on ten slips of paper, one noun per slip: *week, cake, flame, feet, hike, hole, home, life, name, nose.*
- Stack the adjective slips of paper and staple their top edge to a sheet of cardstock.
- Stack the noun slips of paper and staple their top edge to the sheet of cardstock to the right of the adjectives.
- By turning the slips of paper, students can make and read decodable phrases, some of which are silly.

Read Phrases and Sentences

- Write the first item in the box on the board/chart paper and ask a student to read it.
- Offer corrections, comments, and clarifications as needed.
- Repeat with the remaining items.
- **Extension:** Have students illustrate the phrases/sentences and write each phrase/sentence under its matching picture.

1. home sweet home
2. a male cat
3. lost in a maze
4. a cute pup
5. a blade of grass
6. a brave kid
7. Pave the street.
8. a black cape
9. a deep cave
10. snake in crate
11. a hot flame
12. a strong gate
13. deer graze
14. hills and dales
15. the best of times
16. Made in Hong Kong.
17. nine green cubes
18. a five-mile hike
19. one step at a time
20. a wise man
21. a red nose
22. rock and stone
23. a poke in the side
24. Pack a mule.
25. Drive home.
26. Spend a dime.
27. hide and seek
28. Drive a truck.
29. just like you
30. a pile of socks
31. Ride a bike.
32. Stem the tide.
33. wide street
34. a closed shop
35. Have hope.
36. Sit in a hole.
37. Dig like a mole.
38. Tell a joke.
39. smoke and fire

Wiggle Cards

- Use the Wiggle Cards to practice noun identification. For example, for *Tap your cheek*. Ask students what they touched. Then say, "You tapped your cheek. The word *cheek* is a noun."

1. Tap your cheek.
2. Pinch your nose.
3. Rub your ribs.
4. Sing a song.
5. Shake your bones.
6. Slap hands with a pal.
7. Act like a dog.
8. Act like a cat.
9. Act like a pig.
10. Buzz like a bee.
11. Hiss like a snake.
12. Cluck like a hen.
13. Stomp your feet.
14. Clap your hands.

Phrase Maker

Activity Page PP.2

- Distribute Activity Page PP.2.
- **Option 1:** Have students take the activity page home and give it to a family member so they can practice reading phrases at home.
- **Option 2:** Have students complete the activity page in class.
- **Extension:** Have students copy the phrases that they make on a sheet of paper.

SPELL ONE-SYLLABLE WORDS WITH VOWEL DIGRAPHS

Teacher Chaining

- Follow the procedure in Lesson 2 using the chains in the box.

1. cheer > cheek > peek > meek > meet > mat > mate > late > lake > like
2. rid > ride > bride > pride > ride > side > slide > slime > lime > line
3. spoke > poke > choke > woke > wake > rake > bake > make > made > fade
4. mute > mate > late > rate > date > dame > name > tame > same > sake
5. tone > bone > zone > shone > shine > fine > file > mile > male > mole

Note: You are not expected to do all of these chains in one exercise. Please make a selection that best suits students' needs.

Pocket Chart Chaining for Spelling

- Set up the pocket chart.
- Arrange the cards for the following vowel spellings along the top of the pocket chart: 'ee', 'i', 'e', 'a', 'o', 'u'.
- Arrange the cards for the following consonant spellings along the bottom of the pocket chart: 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 's', 'p', 'b', 'j', 'l', 'r', 'h', 'w', 'sh'.
- Point to the spellings and have students say the sounds.
- Say the word *see* loudly and slowly, repeating it if necessary.
- Ask the class for the first sound in *see.*
- Select a student to come to the pocket chart and move the spelling for /s/ to the center of the pocket chart.
- Repeat until the word *see* has been spelled in the center of the pocket chart.
- Say, "If that is *see,* who can show me *bee?*"
- Select a student to come to the pocket chart and replace the spelling for /s/ with the spelling for /b/.
- Ask students which sound or letter you changed in the word *see* to get the word *bee.* Ask them whether you changed the first, middle, or last sound or letter.
- Work through the remaining words.

Pocket Chart Setup

1. see > bee > wee > week > seek > peek > peel > feel > heel > heed
2. need > seed > side > wide > wade > jade > fade > fame > game > gate
3. stone > tone > shone > bone > cone > cane > mane > mine > line > lane
4. pole > pile > mile > male > mule > mute > cute > cut > cub > cube
5. lame > lime > dime > dome > home > hole > role > robe > lobe > globe

Stamp Spelling

- Get several sets of lowercase letter stamps (available in craft stores).
- Have students take out a piece of paper.
- Say the word *game* and have students spell it using the letter stamps.
- Work through the remaining words.

1. game
2. dime
3. ride
4. mole
5. mile
6. gate
7. cute
8. crane
9. poke
10. mute

WRITE WORDS THAT CONTAIN VOWEL DIGRAPHS

Handwriting Activity Pages with Vowel Digraphs

Activity Pages PP.3–PP.9

- Have students complete Activity Pages PP.3, PP.4, and PP.5.

Choose the Word

- Have students complete Activity Pages PP.6 (both sides) and PP.7 (both sides).

Vowel Sound Switch

- Have students complete Activity Page PP.8 (both sides).

Dictation Identification

- Distribute Activity Page PP.9.
- Tell students that you are going to say a number of words.
- Explain that for each word that you say, there are two words printed on the activity page: your word and another word.
- Tell students to circle each word that you say.

- Have students copy the circled words on the lines.

1. bake	6. rope
2. cute	7. queen
3. feet	8. mule
4. rode	9. pile
5. like	10. mane

Chaining Dictation Activity Page

- Distribute Activity Page PP.10.
- Tell students that you are going to say a number of words.
- Explain that the words are written on the activity page, but they are missing their vowel sound spellings.
- Tell students to fill in the blanks as you say the words.

Activity Page PP.10

Front: 1. make 2. take 3. tame 4. time 5. dime 6. dome 7. doze 8. daze

Back: 1. cube 2. cute 3. mute 4. mule 5. mole 6. pole 7. pale 8. pile

Chaining Dictation

- Have students take out a pencil and a piece of paper.
- Tell students that you are going to say a number of words.
- Explain that each new word will be very similar to the previous word, but one sound will be different.
- Tell students to write each word that you say.
- Say the word *cane* and hold up one finger for each of the three sounds.
- Ask students to count the sounds in the word and then draw a line on their paper for each sound that they hear.
- Once students have drawn three lines, remind them that the sound */ae/* is spelled with two letters. Ask students to add a line to the three lines they have drawn. For the word *cane,* four lines would be drawn on the paper:__ __ __ __.
- Then instruct students to write the word's spellings on their respective lines: c a n e .

- Finally, ask students to read the word back to you.
- Write the words on the board/chart paper and have students self-correct.
- Instruct students to refer to the Individual Code Chart if they are having difficulty remembering how to write the spellings.

1. cane > cone > bone > zone > lone > lane > line > fine > file > mile
2. teeth > teen > sheen > sheet > sheep > peep > pipe > ripe > rope > hope
3. chase > vase > base > case > cane > crane > crate > grate > grape > gripe
4. five > hive > hide > ride > rode > rose > rise > wise > wide > wipe
5. mile > mole > mule > mute > mite > mate > rate > rote > vote > quote

Note: It might be useful to have students use a different-colored pencil for self-correction, so you can see which spellings students need to practice more.

Dictation Activity Pages for Words with 'a_e', 'i_e', 'o_e', or 'u_e'

Activity Pages PP.11–PP.14

- Distribute Activity Page PP.11 ('a_e').
- Explain that each thick black line on the page stands for one sound/spelling.
- Explain that you are going to dictate five word pairs. The first word has the /a/ sound spelled 'a' and the second has the /ae/ sound spelled 'a_e'.
- Tell students that some of the words will be silly words.
- Repeat with Activity Page PP.12 ('i_e'), PP.13 ('o_e'), and PP.14 ('u_e').

Activity Page PP.11 with Words Containing 'a' and 'a_e':

1.	at	ate	4.	man	mane
2.	gam	game	5.	plan	plane
3.	rat	rate			

Activity Page PP.12 with Words Containing 'i' and 'i_e':

1.	pin	pine	4.	shin	shine
2.	fin	fine	5.	strip	stripe
3.	dim	dime			

Activity Page PP.13 with Words Containing 'o' and 'o_e':

1.	cop	cope	4.	not	note
2.	mop	mope	5.	glob	globe
3.	hop	hope			

Activity Page PP.14 with Words Containing 'u' and 'u_e':

1.	us	use
2.	cut	cute
3.	cub	cube

Dictation with Words

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of words. These words contain the spellings for /ee/, /ae/, /ie/, /oe/, and /ue/ reviewed in this unit. Write the spellings on the board/chart paper.
- Tell students to write each word that you say.
- Say the word *robe* and hold up one finger for each of the three sounds.
- Ask students to count the sounds in the word and then draw a line on their paper for each sound that they hear.
- Once students have drawn three lines, remind them that the sound /oe/ is spelled with two letters. Ask students to add a line to the three lines they have drawn. For the word *robe*, four lines would be drawn on the paper: __ __ __ __.

Note: It might be useful to have students use a different-colored pencil for self-correction, so you can see which spellings students need to practice more.

- Then instruct students to write the word's spellings on their respective lines: r o b e.
- Finally, ask students to read the word back to you.
- Write the words on the board/chart paper for students to self-correct.
- Instruct students to refer to the Individual Code Charts if they are having difficulty remembering how to write the spellings.

1. robe	14. sleep	27. time
2. gate	15. quite	28. mule
3. feed	16. name	29. globe
4. mine	17. date	30. fate
5. plane	18. crane	31. home
6. green	19. lake	32. zone
7. queen	20. sale	33. kite
8. cake	21. mute	34. shame
9. tile	22. joke	35. fuse
10. cute	23. wake	36. rode
11. deer	24. bee	37. ride
12. greet	25. week	38. late
13. note	26. cube	

Note: You are not expected to dictate all of these words. Please make a selection that best suits students' needs.

Activity Pages
PP.15–PP.22

Word Box

- Have students complete Activity Page PP.15 (both sides).

Label the Picture

- Have students complete Activity Page PP.16 (both sides).

Yes or No

- Have students complete Activity Pages PP.17 and PP.18.

Word Sort

- Have students complete Activity Pages PP.19 ('i' and 'i_e'), PP.20 ('a' and 'a_e'), PP.21 ('o' and 'o_e'), and PP.22 ('u' and 'u_e').

WRITE PHRASES

Make Phrases with Cards

Note: This game is best played in small groups or in centers.

- Write decodable nouns, decodable adjectives, and Tricky Words on cards, one word per card.
- Have students create two-, three-, four-, and five-word phrases.

- Have students copy the phrases on paper.

Copy and Illustrate Phrases

- Choose phrases from *Gran* and write them on the board/chart paper.
- Have students copy the phrases on paper and illustrate them.

Word Box with Phrases and Pictures

- Have students complete Activity Page PP.23 (both sides) and PP.24 (both sides).
- Tell students to draw a line from each picture to its matching phrase.

Complete Phrases

- Have students complete Activity Pages PP.25 and PP.26.
- Tell students to read the words in the box at the top of the activity page and the incomplete phrases below.
- Have students find the matching word for each phrase and write it on the line.

Dictation with Phrases and Sentences

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of phrases and sentences.
- Tell students to write each phrase or sentence that you say.
- For each phrase or sentence that you say, hold up one finger for each word.
- Ask students to count the words and then draw a line on their paper for each word that they hear with a finger space between the lines.
- Once students have drawn the lines, ask them to write each word, sound by sound. Finally, ask students to read the phrase or sentence back to you.
- Instruct students to refer to the Individual Code Charts if they are having difficulty remembering how to write the spellings.
- Write the phrases and sentences on the board/chart paper for students to self-correct.

Note: It might be useful to have students use a different-colored pencil for self-correction, so you can see which spellings students need to practice more.

Activity Pages PP.23–PP.26

1. in a flash
2. Pick weeds.
3. Keep it up.
4. green grass
5. Make it quick.
6. ship shape
7. Shut the gate.
8. Have your cake.
9. Take it from me.
10. Ride the wave.

Note: You are not expected to dictate all of the items. Please make a selection that best suits students' needs.

WRITE SENTENCES TEKS 1.2.F

Sentence Strips

- Choose sentences from *Gran* that can be illustrated and copy them onto long slips of paper. Place the slips of paper in your pocket chart.
- Have students choose a sentence to copy and illustrate.

Make Sentences with Cards

- Write decodable nouns, decodable adjectives, decodable verbs, and Tricky Words on cards, one word per card.
- Make cards with punctuation marks (period, question mark, exclamation point).
- Have students create two-, three-, four-, and five-word sentences.
- Have students copy the sentences on paper.

Fill in the Missing Words

Activity Page PP.27

- Distribute Activity Page PP.27.
- Tell students that you are going to say a number of sentences.
- Explain that the sentences are written on the activity page, but they are each missing one word.
- Tell students to fill in the blanks as you read the sentences.
- When you read the missing word, hold one finger up for each sound in the word. Then ask students to write the word sound by sound.
- Discuss the punctuation marks with students.
- **Extension:** Have students find the nouns in the completed sentences and have them copy the nouns on a sheet of paper.

TEKS 1.2.F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

1. She has green skates.	5. Jane skips stones.
2. Who likes beets?	6. He rides a trike.
3. I rode my bike.	7. Mike was stung by a bee.
4. Grab the rope!	8. Nate can bring some grapes.

Complete Sentences

- Have students complete Activity Pages PP.28 and PP.29.
- Tell students to read the words in the box at the top of the Activity Page and the incomplete sentences below.
- Have students find the matching word for each sentence and write it on the line.

Activity Pages PP.28–PP.30

Create Sentences TEKS 1.2.F

- Distribute Activity Page PP.30.
- Tell students to cut out the words and punctuation marks on the Activity Page.
- Have students create sentences with the words. Remind them that a sentence starts with an uppercase letter and ends with a punctuation mark.
- Have students copy the sentences on paper.

Dictation with Sentences TEKS 1.2.F

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of sentences. There will be statements, questions, and exclamations. Be sure to use the proper intonation when reading the sentences.
- Tell students to write each sentence that you say.
- For each sentence that you say, hold up one finger for each word.
- Ask students to count the words and then draw a line on their paper for each word that they hear with a finger space between the lines.

Note: It might be useful to have your students use a different-colored pencil for self-correction, so that you can see which spellings the students need to practice more.

- Once students have drawn the lines, ask them to write each word, sound by sound. Finally, ask students to read the sentence back to you.
- Write the sentences on the board for students to self-correct.

TEKS 1.2.F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

- Instruct students to refer to the Individual Code Chart if they are having difficulty remembering how to write the spellings.

1. Pam said yes.
2. When is lunch?
3. Jim says that!
4. Was Dad there?
5. Mom said no.
6. That is a bad dog.
7. I went to class.
8. Here is a glass.
9. It is so hot!
10. Mud is on the rug.
11. Which cup is Tom's?
12. All of the kids went.
13. What gift did Ben get?
14. Where is Jen from?
15. Why did I get a cat?
16. It is a lot of fun!
17. Beth and Sam were mad.
18. Mel and Trish are glad.
19. Who had the last chip?
20. Kim has a red dress.

Note: You are not expected to dictate all of the sentences. Please make a selection that best suits students' needs.

READ TRICKY WORDS

Green Light, Yellow Light

- Print 100% decodable words on green flash cards and Tricky Words on yellow flash cards.
- Explain that the words printed on green paper are regular and can be read via blending. Green means go!
- Explain that the words printed on yellow paper are tricky. Yellow means proceed with caution!
- Shuffle the cards and show them one at a time.

Green Cards:

1. feet
2. green
3. keep
4. see
5. sleep
6. close
7. home
8. those
9. make
10. came
11. tame
12. state
13. take
14. time
15. five
16. life
17. ride
18. cute
19. need
20. gave

Yellow Cards:

1. he
2. she
3. we
4. be
5. me
6. they
7. their
8. have
9. my
10. there
11. by
12. some
13. you
14. your
15. here
16. was

Tricky Word Match Maker

- Write the Tricky Words taught so far on small cards. Use one word per card, and make two identical cards for each word.
- Shuffle cards and lay them facedown on the table.
- Have students turn over two cards at a time, attempting to find matching cards.
- If a student finds a match, the student keeps the cards.
- Let the game continue until all matches have been found.

Tricky Word Search

Note: On the Internet you can find free word search generators.

- On a sheet of paper, create a large grid about six squares across and ten squares down.

- Choose a few of the Tricky Words taught in this unit and write them on the grid, one letter per square. Write the words horizontally.
- Fill in the rest of the squares with random letters.
- Copy the page for students and have them circle the Tricky Words that they find in the maze of letters.
- **Extension:** Have the students copy the Tricky Words they found on a sheet of paper.

WRITE TRICKY WORDS

Handwriting Activity Pages with Tricky Words

Activity Pages PP.31–PP.33

- Have students complete Activity Pages PP.31 and PP.32.
- **Extension:** Have students underline the tricky part of each Tricky Word.

Tricky Word Practice

- Distribute Activity Page PP.33 and choose up to ten words to dictate from the following box.
- Write the word *he*, for example, on the board/chart paper and have students read it.
- Have students copy *he* onto the left side of their sheet of paper next to 1. They should say the name of each letter as they copy the word.
- Erase the word from the board/chart paper.
- Have students fold their paper along the dotted line and position it so the word they copied is facing the desk.
- Have students write *he* from memory on their paper next to 1. They should say the name of each letter as they write the word.
- Tell students to unfold their paper and compare the word they just wrote with the word they copied earlier.
- Have students correct the word if they misspelled it.
- Repeat these steps with nine of the remaining Tricky Words. Choose words that students need to practice the most.

1. he	6. they	11. you	16. all
2. she	7. their	12. your	17. from
3. we	8. have	13. no	18. are
4. be	9. my	14. of	19. who
5. me	10. by	15. some	20. was

Note: For some students it might be helpful if they said the sounds in the Tricky Words along with the letter names. For example, while writing *he*, they could say that the sound /h/ is spelled with the letter 'h' and the sound /ee/ is spelled with the letter 'e'.

Fill in the Tricky Words

- Distribute Activity Page PP.34.
- Tell students to read the Tricky Words in the box at the top of the activity page and the sentences below.
- Have students find the Tricky Word for each sentence and write it on the line.

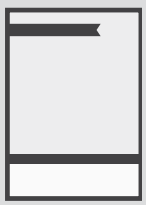
Activity Page PP.34

READ DECODABLE STORIES

"Splash Dogs," "Tex and Rex," "Gran's Mud Run," and "Gran's Trip Home"

- Have students read stories "Splash Dogs," "Tex and Rex," "Gran's Mud Run," and "Gran's Trip Home" in their Readers.
- When assigning "Splash Dogs," explain the difference between *Pup* being a proper noun and *pup* being a regular noun that names a thing.
- **Extension:** In each story, have students find the four types of nouns they have been taught so far (proper nouns; nouns that name a person, place, or thing).

Reader



Discussion Questions for "Splash Dogs"

1. **Literal.** Who are Buck and Pup?
   - » Tex's dogs
2. **Literal.** What can Buck do that Pup can't?
   - » jump off the deck
3. **Literal.** How does Tex get Pup to jump into the lake?
   - » chucks a stick in the lake
4. **Inferential.** What might have happened if Gran had not held on to Buck?
   - » He might have gotten the stick.

Discussion Questions for "Tex and Rex"

1. **Literal.** Why do Josh and Jen think that Tex is mad at them?
   - » He doesn't talk to them.
2. **Literal.** Who was the man they thought was Tex?
   - » Rex, Tex's twin brother
3. **Evaluative.** How can you tell Tex and Rex apart?
   - » Answers may vary.

Discussion Questions for "Gran's Mud Run"

1. **Inferential.** What is the Mud Run?
   - » a truck race in the mud
2. **Literal.** How many trucks race in the Mud Run?
   - » three
3. **Inferential.** How do the participants know that the race has started?
   - » A flag is waved.
4. **Literal and Evaluative.** What is Gran's prize for winning the race? What could she do with the prize she won?
   - » tire brush, box of rags, truck wax; She can clean her truck.

Discussion Questions for "Gran's Trip Home"

1. **Literal.** How will Josh and Jen get back home?
   - » in Tex's truck
2. **Literal.** How does Gran plan to get back home?
   - » on her bike and a hike
3. **Evaluative.** How will the map help Gran to get home?
   - » It will show where to go.
4. **Literal.** When will Josh and Jen see Gran again?
   - » six weeks

TAKE-HOME STORIES

"King" and "Saved by the Bells"

- Distribute Activity Pages PP.35 and PP.36.
- Have students take the activity pages home and give them to their parents so that they can practice reading the stories at home.

Activity Pages
PP.35–PP.40

STORY QUESTIONS ACTIVITY PAGES

"Splash Dogs," "Tex and Rex," "Gran's Mud Run," "Gran's Trip Home"

- Have students complete Activity Pages PP.37, PP.38, PP.39, and PP.40.

IDENTIFY PROPER NOUNS AND COMMON NOUNS

Group Pictures of Common Nouns

- Gather a number of pictures that show unspecific people, places, and things.
- Draw three columns on the board/chart paper: one for people, one for places, and one for things. Label each column with a picture.
- Have students sort the remaining pictures into the columns.

Group Pictures of Common Nouns and Proper Nouns

- Gather a number of pictures that represent common nouns (e.g., *boy*, *man*, *house*) and proper nouns (e.g., *Peter Pan*, *Alice*, *the White House*).
- Draw two columns on the board/chart paper: one for common nouns and one for proper nouns. Label each column with a picture.
- Have students sort the remaining pictures into the columns.

Word Sort with Common Nouns (People and Things)

- Write the decodable nouns from the following box on cards, one word per card.
- Label one box with a picture of a person and one box with a picture of a thing.
- Ask students to read the nouns on the cards and determine if the nouns name a person or thing.
- Have students place the word cards in the appropriate boxes.
- **Variation:** Use pictures instead of word cards.

Common Nouns that Name People:	Common Nouns that Name Things:
1. bride	9. gate
2. girl	10. mule
3. boy	11. bike
4. queen	12. note
5. king	13. cake
6. dad	14. rose
7. cop	15. dime
8. man	16. feet

Word Sort with Common Nouns (Things and Places)

- Write the decodable nouns from the following box on cards, one word per card.
- Label one box with a picture of a place and one box with a picture of a thing.
- Ask students to read the nouns on the cards and determine if the nouns name a person or thing.
- Have students place the word cards in the appropriate boxes.
- **Variation:** Use pictures instead of word cards.

Common Nouns that Name Things:	Common Nouns that Name Places:
1. kite	7. den
2. cube	8. home
3. limes	9. hole
4. rose	10. campsite
5. twine	11. bathroom
6. snake	12. cave

Word Sort with Proper Nouns (People and Places)

- Write the decodable words from the following box on cards, one word per card.
- Label two boxes, one with a picture that stands for a proper noun that names a person (e.g., a picture of a you or a student in the class) and one with a picture that stands for a proper noun that names a specific place (e.g., a picture of your school).

- Remind students that proper nouns represent specific people or places. They are always capitalized.
- Ask students to read the nouns on the cards and determine if the proper noun names a person or a place.
- Have students place the word cards in the appropriate boxes.

Proper Nouns that Name People:	**Proper Nouns that Name Places:**
1. Josh	7. the Alps
2. Jen	8. Hong Kong
3. Gran	9. U.S.A.
4. Tex	10. U.K.
5. Beth	11. the West
6. Nat	12. Fifth Street

Word Sort with Common Nouns and Proper Nouns

- Write the decodable words from the following box on cards, one word per card.
- Label two boxes, one with a picture that stands for a common noun (e.g., a picture of a teacher) and one with a picture that stands for a proper noun (e.g., a picture of you or another teacher that students know).
- Remind students that proper nouns represent specific people, places, or things. They are always capitalized.
- Ask students to read the nouns on the cards and determine if they are proper nouns or common nouns.
- For each noun, ask students if it names a person, place, or thing.
- Have students place the word cards in the appropriate boxes.

Common Nouns	Proper Nouns:
1. babe	9. Pine Hills
2. street	10. Rose Park
3. globe	11. Abe
4. bride	12. the Alps
5. flame	13. Jake
6. mule	14. Elm Street
7. slime	15. Gwen
8. deer	

Nouns that Name People

Activity Page PP.41

- Distribute Activity Page PP.41.
- Have students read the words in the box and ask students what the nouns have in common. *(Each noun names a person.)*
- Have students write the proper nouns that name a specific person under the picture of George Washington and the other nouns under the picture of the girl.
- Point out that both kinds of nouns name people, but proper nouns are always spelled with a capital letter.

Find Nouns in the Stories

- Assign one or more stories from *Gran* to students and have them copy the nouns of your choice (proper nouns; nouns that name a person, place, or thing) on a sheet of paper.

USE PUNCTUATION MARKS

Make Questions, Exclamations, and Statements

- Write decodable nouns and decodable verbs on cards, one word per card.
- Write a selection of Tricky Words on cards, one word per card, including question words.
- Make cards with questions marks, exclamation points, and periods.
- Have students create questions, exclamations, and statements with these cards.
- Then have students copy the sentences on paper.

Possible Nouns:

1. mule
2. home
3. cake
4. name
5. tale
6. joke
7. wife
8. king
9. path
10. queen
11. robe
12. Dave
13. bike
14. snake
15. plane
16. skates
17. fire
18. kite
19. truck

Possible Verbs:

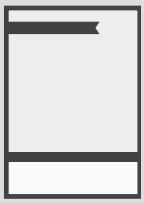
1. is
2. did
3. do
4. had
5. hide
6. hid
7. hike
8. ride
9. rode
10. use
11. used
12. doze
13. chose
14. drives
15. drove
16. make
17. made
18. bake
19. tell

Possible Tricky Words:

1. have
2. are
3. were
4. they
5. here
6. there
7. when
8. where
9. why
10. which
11. a
12. the
13. he
14. we
15. I
16. your
17. my
18. me

Find Questions, Exclamations, and Statements in the Stories

Reader



- Assign one or more stories from *Gran* to students and have them find questions, exclamations, or statements.
- Have students copy the sentences on a sheet of paper.
- **Modification**: Divide the class up into three groups and have each group find a different kind of sentence in the stories. Have the groups of students write the sentences on chart paper, one chart per group.

Punctuation Activity Page

Activity Page PP.42

- Distribute Activity Page PP.42.
- Have students read the sentences and add the appropriate punctuation marks.

Teacher Resources

Grade 1	Skills 2

Teacher Guide

Grade 1 | Skills 2

Teacher Resources

Anecdotal Reading Record—Unit 2

Discussion Questions Observation Record—Unit 2

Tricky Word Family Letter

Tricky Word Flash Cards

Tricky Word Assessment Record: Beginning and End of Unit 2

Tricky Word Assessment List

Assessment Record Sheet—Unit 2

Additional Support Activity Pages

Activity Book Answer Key

Texas Essential Knowledge and Skills Correlation Chart

English Language Proficiency Standards Correlation Chart

ANECDOTAL READING RECORD—UNIT 2

Name:
Lesson:
Lesson:
Lesson:
Lesson:
Lesson:

DISCUSSION QUESTIONS OBSERVATION RECORD—UNIT 2

CS✓ - Answered in a complete sentence
L✓ - Answered a literal question correctly
I✓ - Answered an inferential question correctly
E✓ - Answered an evaluative question correctly

CS× - Did not answer in a complete sentence
L× - Answered a literal question incorrectly
I× - Answered an inferential question incorrectly
E× - Answered an evaluative question incorrectly

Student	Lesson:	Lesson:	Lesson:	Lesson:	Lesson:	Lesson:	Subtotal

TRICKY WORD FAMILY LETTER

Dear Family Member,

In this unit, your student will continue to learn new Tricky Words. Tricky Words are words that do not follow the rules for encoding that your student has learned, so they simply must learn and remember them. The tricky parts of each word are underlined. Your student will be taught to read the following new words at Tricky Words: *he*, *she*, *be*, *me*, *we* (Lesson 2), *they*, *their* (Lesson 5), *my*, *by* (Lesson 10), *you* (Lesson 13), and *your* (Lesson 14). You are being provided with flash cards that include the new words learned in this unit. Your student should already be able to read all of the other Tricky Words on the flash cards successfully at the beginning of this unit, as they were taught in earlier units.

Please have your student cut apart the flash cards. In order to build increasingly rapid, automatic recognition of these words, show the cards to your student in random order and have them read them to you as quickly as possible several time each week.

TRICKY WORD FLASH CARDS

he	my
the	why
she	they
who	once
to	we

are	you
two	were
one	be
do	a
no	some

your	have
I	says
which	their
so	where
of	there

me	by
all	was
when	from
word	said
what	here

TRICKY WORD ASSESSMENT RECORD: BEGINNING AND END OF UNIT 2

This is an optional assessment of previously taught Tricky Words. At the beginning of Unit 2, show the student the Tricky Word list that follows this record.

Ask the student to read each word on the list from left to right, top to bottom. Provide students with either a blank sheet of paper or card stock to place on the word list page directly under the row to be read. As students complete a row, they can slide the paper down just enough to read the next row.

Record each student's performance in the following chart, using + to indicate that the word was read correctly and – to indicate the word was read incorrectly; if the student misreads a completely different word, record the word read by the student. Mark as incorrect any word that the student does not read within 3–5 seconds.

Tricky Word	Beginning of Unit 2 Assessment: Date _____	End of Unit 2 Assessment: Date _____
1. he		
2. my		
3. the		
4. why		
5. she		
6. they		
7. who		
8. once		
9. to		
10. we		
11. are		
12. you		
13. two		
14. were		
15. one		
16. be		
17. do		
18. a		
19. no		

20. s<u>o</u>m<u>e</u>		
21. <u>y</u><u>o</u><u>u</u><u>r</u>		
22. hav<u>e</u>		
23. <u>I</u>		
24. s<u>a</u><u>y</u>s		
25. <u>wh</u>ich		
26. th<u>ei</u><u>r</u>		
27. s<u>o</u>		
28. <u>where</u>		
29. <u>of</u>		
30. th<u>ere</u>		
31. m<u>e</u>		
32. b<u>y</u>		
33. <u>a</u>ll		
34. w<u>a</u>s		
35. <u>wh</u>en		
36. fr<u>o</u>m		
37. w<u>or</u>d		
38. s<u>ai</u>d		
39. <u>wha</u>t		
40. h<u>ere</u>		
Subtotal	**___/40**	**__/40**

TRICKY WORD ASSESSMENT LIST

1. he	2. my	3. the
4. why	5. she	6. they
7. who	8. once	9. to
10. we	11. are	12. you
13. two	14. were	15. one
16. be	17. do	18. a
19. no	20. some	21. your
22. have	23. I	24. says
25. which	26. their	27. so

28. where
29. of
30. there
31. me
32. by
33. all
34. was
35. when
36. from
37. word
38. said
39. what
40. here

ASSESSMENT RECORD SHEET—UNIT 2

Student	Word Recognition	Reading Comprehension	Identifying Nouns
	/15	/5	/10
	/15	/5	/10
	/15	/5	/10
	/15	/5	/10
	/15	/5	/10
	/15	/5	/10
	/15	/5	/10
	/15	/5	/10
	/15	/5	/10
	/15	/5	/10
	/15	/5	/10
	/15	/5	/10
	/15	/5	/10
	/15	/5	/10
	/15	/5	/10
	/15	/5	/10
	/15	/5	/10
	/15	/5	/10
	/15	/5	/10
	/15	/5	/10
	/15	/5	/10
	/15	/5	/10

Additional Support Activity Pages

Grade 1	Skills 2

Teacher Guide

NAME: _____

DATE: _____

TR 1.1

Letter Cards

Directions: Copy and cut out these letter cards for use with Additional Support activities.

a	b
c	d
e	f
g	h

NAME: _____

DATE: _____

TR 1.1

CONTINUED

Letter Cards

Directions: Copy and cut out these letter cards for use with Additional Support activities.

i	j
k	l
m	n
o	p

NAME: _____

DATE: _____

TR 1.1

CONTINUED

Letter Cards

Directions: Copy and cut out these letter cards for use with Additional Support activities.

q	r
s	t
u	v

NAME: _____

DATE: _____

TR 1.1

CONTINUED

Letter Cards

Directions: Copy and cut out these letter cards for use with Additional Support activities.

w	x
y	z

NAME: _____

DATE: _____

Letter Cards

Directions: Copy and cut out these letter cards for use with Additional Support activities.

ch	sh
th	qu
ng	

NAME: _____

DATE: _____

TR 1.1
CONTINUED

Letter Cards

Directions: Copy and cut out these letter cards for use with Additional Support activities.

ck	bb
dd	ff
gg	ll
mm	ss

NAME: _____

DATE: _____

TR 1.1
CONTINUED

Letter Cards

Directions: Copy and cut out these letter cards for use with Additional Support activities.

cc	nn
pp	rr
tt	zz

NAME: _____

DATE: _____

TR 1.1
CONTINUED

Letter Cards

Directions: Copy and cut out these letter cards for use with Additional Support activities.

ee	a_e
i_e	o_e
u_e	

NAME: _____

DATE: _____

TR 2.1

Tricky Word Cards

Directions: Copy and cut out these word cards for use with Additional Support activities.

be	he
me	she
we	

NAME: _____

DATE: _____

TR 2.1
CONTINUED

Tricky Word Cards

Directions: Copy and cut out Tricky Word cards for use with Additional Support activities.(Card stock is recommended to allow for reuse.) For Match Maker, darker colored card stock is recommended to prevent seeing through. Note: Word Cards 1–3 for Tricky Words are not for use with Bingo.

a	all	are
do	from	have
here	I	no
of	once	one
said	says	

NAME: _____

DATE: _____

Tricky Word Cards

Directions: Copy and cut out Tricky Word cards for use with Additional Support activities. (Card stock is recommended to allow for reuse.) For Match Maker, darker colored card stock is recommended to prevent seeing through. Note: Word Cards 1–3 for Tricky Words are not for use with Bingo.

so	some	the
there	to	two
was	were	what
when	where	which
who	why	word

NAME: _____

DATE: _____

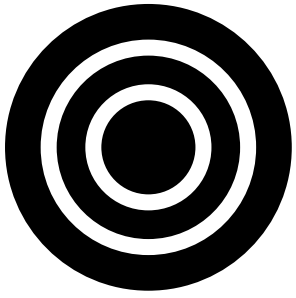
TR 2.2

Target Sounds

Directions: Make one copy for each student to cut apart.

e

ee



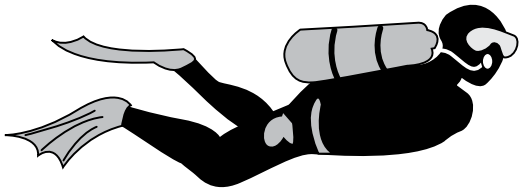
NAME: _____

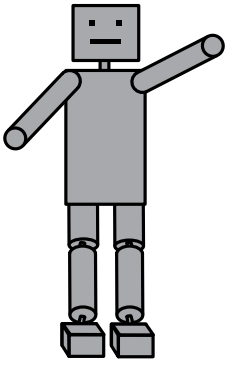
DATE: _____

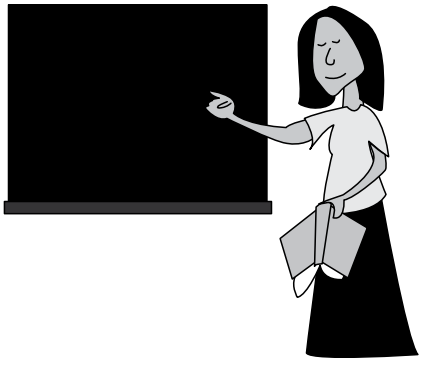
TR 4.1

Fluency: Silly Voices Cards

Directions: Print and cut out the character cards to pull out of a bag when rereading stories with silly voices.







NAME: _____

DATE: _____

TR 5.1

Decodable Words

Directions: Copy the decodable words on heavy green paper for Green Light, Yellow Light.

cake	red	meet
grape	three	sweep
frame	plane	fresh
greet	smash	clap

NAME: _____

DATE: _____

TR 5.2

Tricky Words

Directions: Copy the Tricky Words on heavy yellow paper for Green Light, Yellow Light.

he	we
she	they
be	their
me	

NAME: _____

DATE: _____

TR 5.3

Word Cards for Progress Monitoring 1

same	week	case
teen	crate	haze
three	shape	sleep
glee	came	

NAME: _____

DATE: _____

TR 5.4

Record Sheet for Progress Monitoring 1

Word	**Student Pronunciation**				
Sample: same					
1. week	/w/	/ee/	/k/	-	___/1
2. case	/k/	/ae/	/s/	-	___/1
3. teen	/t/	/ee/	/n/	-	___/1
4. crate	/k/	/r/	/ae/	/t/	___/1
5. haze	/h/	/ae/	/z/	-	___/1
6. three	/th/	/r/	/ee/	-	___/1
7. shape	/sh/	/ae/	/p/	-	___/1
8. sleep	/s/	/l/	/ee/	/p/	___/1
9. glee	/g/	/l/	/ee/	-	___/1
10. came	/k/	/ae/	/m/	-	___/1
Total Correct					**_____ /10**

Note: Student performance with all phonemes should be noted for evaluation; however, only vowel digraphs are scored for this assessment.

/ee/ > 'ee' (1, 3, 6, 8, 9) _____/5 /ae/ > 'a_e' (2, 4, 5, 7, 10) _____/5

NAME: _____

DATE: _____

TR 7.1

Fluency: Two Voices

The Pet	
1	**2**
Gran says, "When I was on my trip, I got a pet."	
	"What can it be?" asks Jen. "Is it a fish?"
"No," says Gran.	**"No," says Gran.**
"Is it a dog?" asks Josh.	
	"No," says Gran.
"Is this pet big?" asks Josh.	
	"Well," says Gran, "he is not big, but he is long."
"Has he got t**ee**th?" asks Josh.	
"He has fangs!" says Gran.	**"He has fangs!" says Gran.**
"What are fangs?" asks Jen.	
	Just then, the bell rings.
Gran says, "That must be him!"	**Gran says, "That must be him!"**

NAME: _____

DATE: _____

TR 8.1

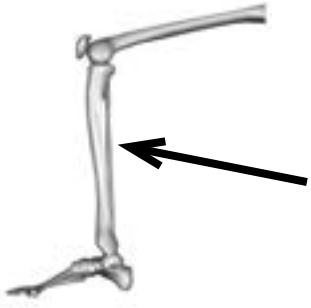
Match Maker Word/Picture Cards

Directions: For Match Maker, copy and cut out, separating word and picture cards.

pine

line

hole



bone

NAME: _____

DATE: _____

TR 8.1

CONTINUED

Match Maker Word/Picture Cards

Directions: For Match Maker, copy and cut out, separating word and picture cards.

pole

robe

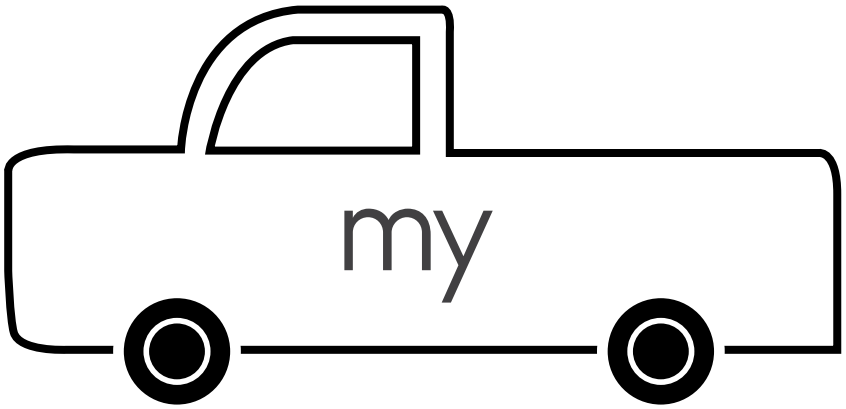
rope

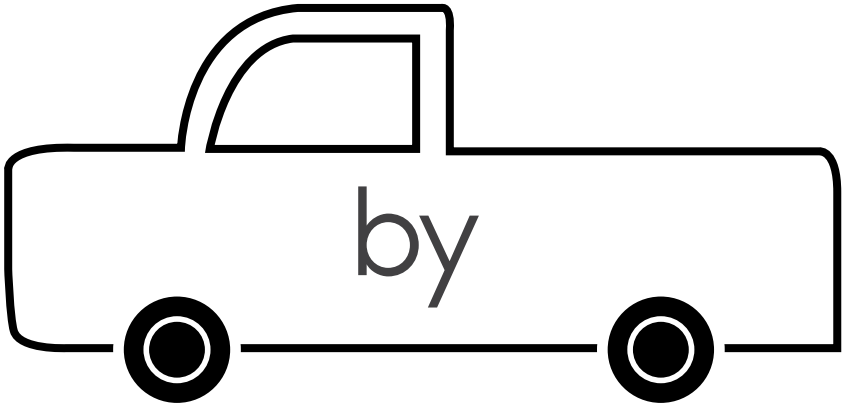
rose

TR 10.1

Tricky Word Trucks

Directions: Have students listen for Tricky Words in phrases, and place one small object on the bed of the truck with the corresponding Tricky Word.





TR 10.2

Word Cards for Progress Monitoring 2

same	smoke	green
hole	slime	gaze
scare	deep	spike
side	nose	

NAME: _____

DATE: _____

TR 10.3

Record Sheet for Progress Monitoring 2

Word	**Student Pronunciation**				
Sample: same					
1. smoke	/s/	/m/	/oe/	/k/	___/1
2. green	/g/	/r/	/ee/	/n/	___/1
3. hole	/h/	/oe/	/l/	-	___/1
4. slime	/s/	/l/	/ie/	/m/	___/1
5. gaze	/g/	/ae/	/z/	-	___/1
6. scare	/s/	/k/	/ae/	/r/	___/1
7. deep	/d/	/ee/	/p/	-	___/1
8. spike	/s/	/p/	/ie/	/k/	___/1
9. side	/s/	/ie/	/d/	-	___/1
10. nose	/n/	/oe/	/z/	-	___/1
Total Correct					**_____ /10**

Note: Student performance with all phonemes should be noted for evaluation; however, only vowel digraphs are scored for this assessment.

/ee/ > 'ee' (2, 7) _____/2

/ie/ > 'i_e' (4, 8, 9) _____/3

/ae/ > 'a_e' (5, 6) _____/2

/oe/ > 'o_e' (1, 3, 10) ____/3

NAME: _____

DATE: _____

TR 11.1

Green Light Word Cards

Directions: Copy the decodable words on heavy green paper for Green Light, Yellow Light.

globe	hide	mane	keep
pine	cave	greet	home
tape	feed	bone	time

NAME: _____

DATE: _____

TR 11.2

Yellow Light Word Cards

Directions: Copy the Tricky Words on heavy yellow paper for Green Light, Yellow Light.

he	she	be
me	we	they
their	my	by
so	no	some

NAME: _____

DATE: _____

TR 11.3

Fluency: Two Voices

The Swim Meet

1	2
Josh and Jen like to swim. They take Gran to their swim meet.	
Josh lines up in lane five.	
	Jen lines up in lane six.
The kids are up on the blocks.	**The kids are up on the blocks.**
Then there is a beep.	
	All the kids dive in. Splash!
"Swim!" yells Gran. "Swim fast!"	**"Swim!" yells Gran. "Swim fast!"**
Josh and Jen swim as fast as they can.	
	They swim and swim.
In no time, they make it to the end.	**In no time, they make it to the end.**
"Did Josh win?" asks Gran. "Did Jen win?"	
	Josh and Jen wave and smile.
They did not win, but they had a lot of fun!	**They did not win, but they had a lot of fun!**

NAME: _____

DATE: _____

TR 14.1

Tricky Word Cards

Directions: Copy and cut out Tricky Word cards for use with Additional Support activities. (Card stock is recommended to allow for reuse.) For Match Maker, darker colored card stock is recommended to prevent seeing through. Note: Word Cards 1–3 for Tricky Words are not for use with Bingo.

he	she	be
me	we	they
their	my	by
so	no	some
you	your	

NAME: _____

DATE: _____

TR 15.1

Decodable Words

mute	cane	peel	slide
heel	wide	cone	pole
pile	lone	bake	mule
mole	week	cute	feel

NAME: _____

DATE: _____

TR 15.2

Tricky Words

he	we	by	you
she	they	no	your
be	their	so	
me	my	some	

NAME: _____

DATE: _____

TR 15.3

Word Cards for Progress Monitoring 3

same	fuse	pole
drive	stare	need
spoke	mule	pale
steep	time	

NAME: _____

DATE: _____

TR 15.4

Record Sheet for Progress Monitoring 3

Word	**Student Pronunciation**				
Sample: same					
1. fuse	/f/	/ue/	/z/	-	___/1
2. pole	/p/	/oe/	/l/	-	___/1
3. drive	/d/	/r/	/ie/	/v/	___/1
4. stare	/s/	/t/	/ae/	/r/	___/1
5. need	/n/	/ee/	/d/	-	___/1
6. spoke	/s/	/p/	/oe/	/k/	___/1
7. mule	/m/	/ue/	/l/	-	___/1
8. pale	/p/	/ae/	/l/	-	___/1
9. steep	/s/	/t/	/ee/	/p/	___/1
10. time	/t/	/ie/	/m/	-	___/1
Total Correct					**_____ /10**

Note: Student performance with all phonemes should be noted for evaluation; however, only vowel digraphs are scored for this assessment.

/ee/ > 'ee' (5, 9) _____/2

/ie/ > 'i_e' (3, 10) _____/2

/ue/ > 'u_e' (1, 7) ____/2

/ae/ > 'a_e' (4, 8) _____/2

/oe/ > 'o_e' (2, 6) ____/2

NAME: _____

DATE: _____

TR 17.1

Tricky Word Bingo Boards

Directions: Copy and cut out the game boards. (Card stock is recommended to allow for reuse.) Students apply phonics knowledge by reading words to play the traditional game Bingo.

be	do	your
there	my	so
their	why	we

who	me	no
do	your	by
she	where	some

NAME: _____

DATE: _____

TR 17.1
CONTINUED

Tricky Word Bingo Boards

Directions: Copy and cut out the game boards. (Card stock is recommended to allow for reuse.) Students apply phonics knowledge by reading words to play the traditional game Bingo.

says	you	two
they	no	be
who	my	where

here	says	she
their	he	why
some	once	so

NAME: _____

DATE: _____

Tricky Word Bingo Boards

Directions: Copy and cut out the game boards. (Card stock is recommended to allow for reuse.) Students apply phonics knowledge by reading words to play the traditional game Bingo.

by	once	their
you	who	some
says	we	which

he	do	your
which	they	me
once	two	there

NAME: _____

DATE: _____

TR 17.1
CONTINUED

Tricky Word Bingo Boards

Directions: Copy and cut out the game boards. (Card stock is recommended to allow for reuse.) Students apply phonics knowledge by reading words to play the traditional game Bingo.

some	where	you
here	she	no
by	two	me

who	be	which
we	you	their
says	so	my

NAME: _____

DATE: _____

TR 17.2

Tricky Word Bingo Word Cards

Directions: Copy and cut out the word cards for use with Bingo Boards. (Card stock is recommended to allow for reuse.) Note: This Bingo card set contains the words utilized on the Bingo Boards, which is not all of the Tricky Words taught in Grade 1 Units 1 and 2.

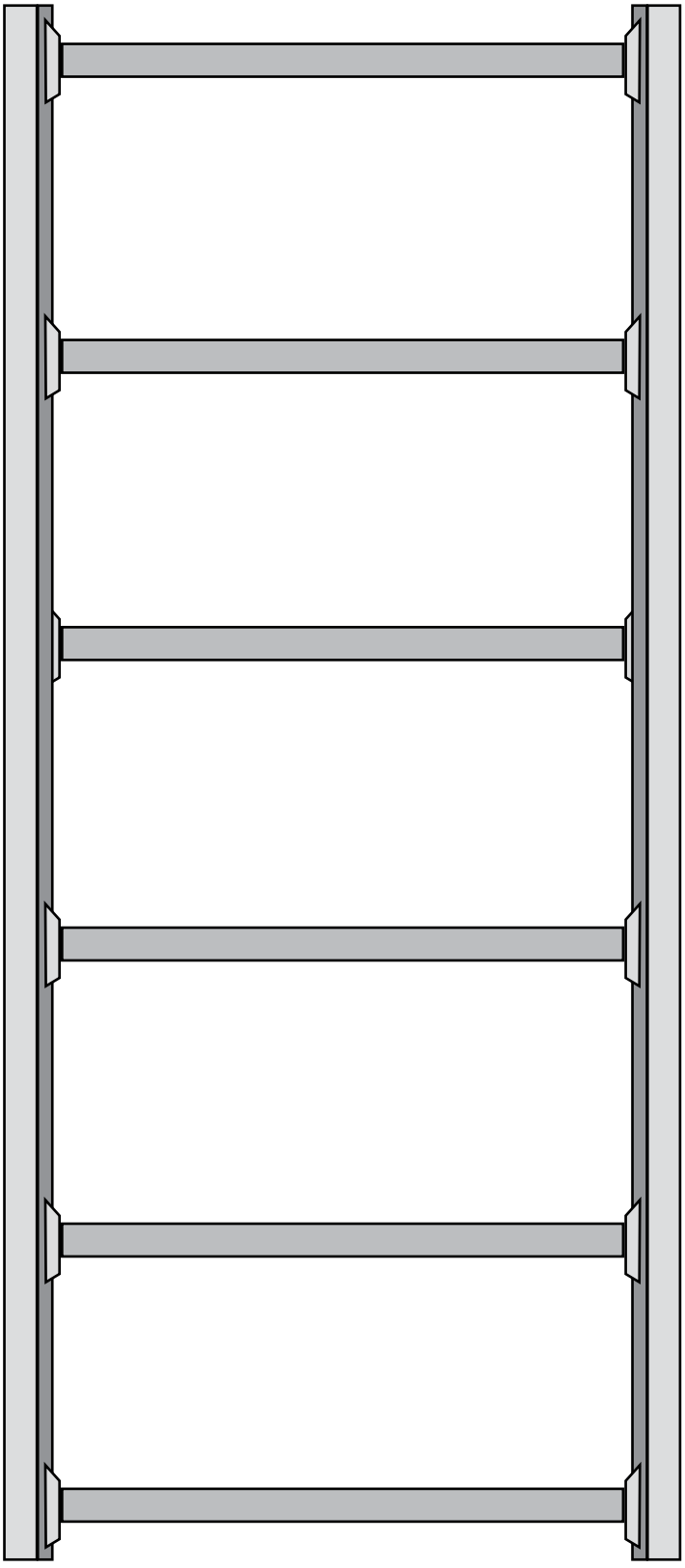
be	by	he
me	my	she
their	they	we
you	your	do
here	no	once
says	so	some
there	two	were
which	who	why

NAME: _____

DATE: _____

TR 17.3

Tricky Words: Race to the Top Game Board



Directions: Copy this page for the game Race to the Top.

NAME: _____
DATE: _____

1.1 Activity Page

Directions: Have students trace and copy the letters and words. Students should say the sounds while writing the letters.

ee

bee

seen

feet

Skills 2 1

queen	sheep
bee	teeth

Directions: Have students write each word under its matching picture.

bee

teeth

sheep

queen

2 Skills 2

NAME: _____
DATE: _____

1.2 Activity Page

Gran's Trips

1. Where did Gran get to see lots of ships?

Gran got to see lots of ships in Hong Kong.

2. What did Gran do at the gulf?

Gran swam with the eels and fed the fish at the gulf.

Directions: Have students reread the story and answer the questions.

Skills 2 3

3. Which trip was Gran's best trip?

Gran's best trip was the one to see Josh and Jen.

4. Gran gets to Josh and Jen . . .

- ○ on a ship.
- ☑ in a cab.
- ○ in a truck.

4 Skills 2

NAME: _____
DATE: _____

2.1 Activity Page

The Pet

1. When did Gran get the pet?

Gran got the pet on her trip.

2. Gran said that the pet . . .
   - ○ has three green teeth.
   - ○ has long legs, but no feet.
   - ☑ is long and has fangs.

Directions: Have students reread the story and answer the questions.

Answers may vary.

Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.

NAME: _____
DATE: _____

3.1 Activity Page

Print the words that are said on the lines.

	m a d	m a d e
1.	c a n	c a n e
2.	t a p	t a p e
3.	f a t	f a t e
4.	r a t	r a t e
5.	p l a n	p l a n e

NAME: _____
DATE: _____

4.1 Activity Page

King

1. What is in the crate?

King is in the crate.

2. King is . . .
   - ○ long with green bands.
   - ☑ long and black.
   - ○ thick and red.

Directions: Have students reread the story and answer the questions.

3. Why is King a snake that Josh and Jen can pet?

King is a safe snake that Josh and Jen can pet.

Directions: In the box, have students illustrate a part of the story and then write a caption below.

NAME: _____

DATE: _____

5.1 Activity Page

Where Is King?

1. Which spot did Josh and Jen check?

Josh and Jen check the pots and pans and the den.

2. King was . . .
   - ○ in the pots.
   - ☑ in a vase.
   - ○ in the crate.

Directions: Have students reread the story and answer the questions.

Answers may vary.

Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.

NAME: _____

DATE: _____

5.2 Take-Home

Dear Family Member,

Your student has been taught to read the Tricky Words *he*, *she*, *me*, *they*, and *their*. In addition, your student has learned to read words with the separated digraph 'a_e', as in *bake*. Tricky Words are hard to read because they contain parts that are not pronounced the way one would expect. Words with separated digraph 'a_e' can be challenging to read because the reader has to recognize that the letters 'a' and 'e' are separated by a consonant, but they still work together to make a vowel sound.

Have your student first read the Tricky Words in the box and then the sentences below. Your student will need to figure out which Tricky Word makes sense in each sentence. Note that the tricky parts are underlined. Then have your student write the correct Tricky Word for each sentence on the line.

be	me	They
their		She

1. Will Jake bake me a cake?

2. Shane and Jane have lots of fun with their dog.

be	me	They
their		She

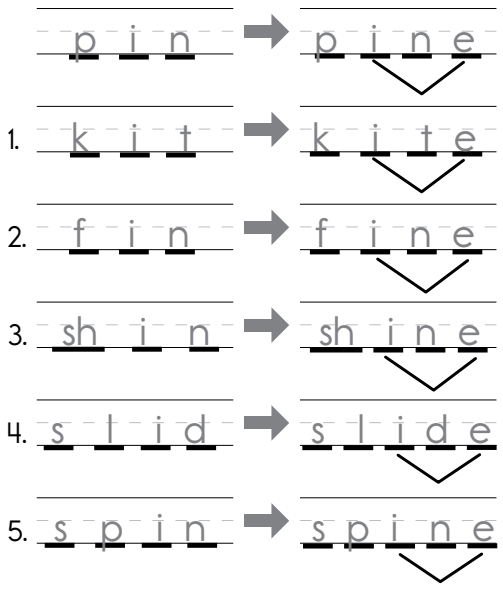
3. Kate is teb. She is in fifth grade.

4. Nate and Beth are pals. They are in the same class.

NAME: _____
DATE: _____

6.1 Activity Page

Print the words that are said on the lines.



NAME: _____
DATE: _____

6.2 Activity Page

The Swim Meet

1. Who went to the swim meet?

Josh, Jen, and Gran went to the swim meet.

2. In which lane did Jen swim?

Jen swam in lane five.

Directions: Have students reread the story and answer the questions.

3. Were Josh and Jen sad that they did not win?

Josh and Jen were not sad that they did not win.

4. Did Gran take King to the meet?

No, Gran did not take King to the swim meet.

NAME: _____

DATE: _____

7.1 Activity Page

At the Reef

Directions: Have students reread the story and answer the questions.

1. Where did Gran plan to meet Mike?
   - ☑ at the reef
   - ○ on the swim deck
   - ○ in the Swiss Alps
2. What did Gran ride to get to the reef?

Gran rode a bike to get to the reef.

3. What did Mike do when Gran swam with the fish?

Mike went to hang glide when Gran swam with the fish.

4. Why did Mike have a bad time?

When it was time to land, he hit a hive of bees.

NAME: _____

DATE: _____

8.1 Activity Page

Print the words that are said on the lines.

n o t → n o t e

1. r o b → r o b e
2. h o p → h o p e
3. d o t → d o t e
4. m o p → m o p e
5. s l o p → s l o p e

o_e as in nope

Directions: Have students trace and copy the letters and words. Students should say the sounds while writing the letters.

note note

note

rope rope

rope

bone bone

bone

home home

home

those those

those

NAME: _____
DATE: _____

10.1 Activity Page

The Bug Glass

Directions: Have students reread the story and answer the questions.

1. What was it that Jen broke?

Jen broke the bug glass.

2. What can Josh do with his bug glass?

- ○ He can fill it with bugs.
- ☑ He can see bugs up close.
- ○ He can let bugs sip milk from it.

3. Gran asks Jen to toss some grapes and chips on the stone so that . . .

Josh can see a bunch of ants with the bug glass.

4. What can Josh see on the stone with his bug glass?

Josh can see a bunch of ants on the stone with his bug glass.

NAME: _____
DATE: _____

11.1 Activity Page

Directions: Have students write the words with the /o/ sound under the 'hop' header and the words with the /oe/ sound under the 'hope' header.

rob	robe
note	not
rode	rod
cod	code
mop	mope

/o/ as in hop	/o_e/ as in hope
rob	note
not	rode
rod	robe
cod	code
mop	mope

NAME: _____
DATE: _____

11.2 Activity Page

The Tape

Directions: Have students reread the story and answer the questions.

1. What did Gran's gran do?

- ○ She made up jokes.
- ☑ She sang a jazz song.
- ○ She kept tame snakes.

2. What did Jen and Gran like about what they heard?

Jen and Gran liked the notes at the end of the jazz song.

Directions: Have students retell the part of the story that is shown in the picture or have them copy the sentences from the story that go with the picture.

Answers may vary.

NAME: _____

DATE: _____

12.1 Activity Page

Print the words that are said on the lines.

c u t → c u t e

1. c u b → c u b e

2. t u b → t u b e

3. u s → u s e

NAME: _____

DATE: _____

12.2 Activity Page

Fuzz and Mel

1. Which cat is a brave cat?

Mel is a brave cat.

2. Did Fuzz like it when Mel made the plane zip and dive?

Fuzz did not like it when Mel made the plane zip and dive.

Directions Have students reread the story and answer the questions.

Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.

Answers may vary.

NAME: _____
DATE: _____

13.1 Activity Page

Print the words that are said on the lines.

1. c u t → c u t e
2. t a p → t a p e
3. m o p → m o p e
4. sh i n → sh i n e
5. t i n → t i n e

NAME: _____
DATE: _____

13.2 Activity Page

The Sweet Shop

Directions: Have students reread the story and answer the questions.

1. What did Gran's dad have?
   - ○ a bike shop
   - ⊘ a sweet shop
   - ○ a truck stop
2. What did Gran get to make at the sweet shop?

Gran got to make milkshakes, cakes, and gum drops.

3. What jobs did Gran have at the sweet shop?

Gran had to sweep, pick up, and wipe off the cake case.

4. Why was the sweet shop not all fun and games?

Gran had to do some jobs that were not fun.

NAME: _____
DATE: _____

13.3 Activity Page

Print the names of the things on the lines.

cub **cube**	pin **pine**
cub	pine
cap **cape**	can **cane**
cap	can
man **mane**	dim **dime**
mane	dime

Print the names of the things on the lines.

wed	weed	fin	fine
	weed		fin
kit	kite	tap	tape
	kite		tape
not	note	hop	hope
	note		hop

NAME: _____
DATE: _____

13.4 Activity Page

Print the names of the things on the lines.

tree	bee	Kate	gate
	tree		gate
bike	pike	dimes	limes
	bike		limes
tone	bone	cute	cube
	bone		cube

Print the names of the things on the lines.

hope	rope	seeds	weeds
	rope		seeds
pine	pin	feet	fate
	pin		feet
cake	rake	rate	rat
	cake		rat

NAME: _____
DATE: _____

13.5 Activity Page

Directions: For each word, have students circle and count the spellings, then write the number of sounds in the box and copy the word on the lines.

1. red	3	red
2. green	4	green
3. make	3	make
4. splash	5	splash
5. spend	5	spend
6. gate	3	gate
7. hide	3	hide
8. chin	3	chin

9. ring	3	ring
10. shine	3	shine
11. snake	4	snake
12. ape	2	ape
13. rash	3	rash
14. ask	3	ask
15. reed	3	reed
16. ride	3	ride

NAME: _____
DATE: _____

17.1 Activity Page

The Trip West

Directions: Have students reread the story and answer the questions.

1. The kids and Gran get to the ranch in the West. . .
   - ○ on skates.
   - ○ by bike and sled.
   - ☑ by cab, plane, and van.
2. On his back Sam has . . .
   - ☑ a pack with camp stuff.
   - ○ a bag with mule snacks.
   - ○ rope and twine.

3. Who do the kids meet at the ranch?

The kids meet Tex and Sam the mule at the ranch.

Directions: In the box, have students illustrate a part of the story and then write a caption below.

Answers may vary.

NAME: _____
DATE: _____

18.1 Assessment

1.	bike	bit	**bite**	bake
2.	**rose**	rise	robe	rope
3.	cheek	ship	chin	**seek**
4.	rat	rake	**rate**	ran
5.	bit	**beet**	bet	best
6.	cut	cube	cub	**cute**
7.	sheet	chip	**sheep**	ship
8.	luck	**lake**	lick	lush

9.	cube	cute	cub	can
10.	lit	lint	line	lend
11.	rut	robe	rash	rob
12.	sheet	shine	shin	slip
13.	close	clot	loss	gloss
14.	pit	pan	pane	pale
15.	mute	mutt	nut	mule

NAME: _____
DATE: _____

18.2 Assessment

Saved by the Bells

1. Who do Josh, Jen, and Gran hike with?:
   - ☑ Sam the mule
   - ○ Fuzz and Mel
   - ○ Tex
   - ○ Mike

2. The camp site:
   - ○ has lots of trees
   - ○ is damp and wet
   - ☑ is close to a cave
   - ○ has ropes

3. Gran, Josh, and Jen:
   - ○ take Sam to the cave
   - ○ rest in the tent
   - ☑ hike deep in the cave
   - ○ set up the tent

4. In the cave, they get:
   - ○ hot
   - ☑ lost
   - ○ snacks
   - ○ bells

5. What helps Josh, Jen, and Gran get back to the camp site?
   - ○ Tex's smile
   - ○ Sam's rope
   - ○ Mel's plane
   - ☑ Sam's bells

_____ /5

NAME: _____
DATE: _____

19.1 Assessment

Jack snake kite queen snack

1.	Josh	bike	stone	cube	sweets
2.	tree	Gran	plane	Jane	bee
3.	cave	mule	home	state	rope
4.	Jake	wife	kid	stove	Rome
5.	grape	tape	Pete	shack	kid

_____ /10

NAME: _____
DATE: _____

PP.6 Activity Page

Print the names of the things on the lines.

tree	three
3	
three	feet
five	six
rake	make
5	
five	rake
note	nose
teeth	tent
nose	teeth

Skills 2

89

Print the names of the things on the lines.

rope	plate
	wave
plate	
pine	nine
sheep	pig
9	
nine	sheep
cane	cake
bones	stones
cane	bones

90

Skills 2

NAME: _____
DATE: _____

PP.7 Activity Page

Print the names of the things on the lines.

tree	bee
	Kate gate
tree	
bike	pike
dimes	limes
bike	limes
tones	bones
cute	cube
bones	cube

Skills 2

91

Print the names of the things on the lines.

hope	rope
	seeds weeds
rope	
pine	pin
feet	fate
pin	feet
cake	rake
rate	rat
cake	rat

92

Skills 2

NAME: _____
DATE: _____

PP.8 Activity Page

Print the names of the things on the lines.

hat hate	glob globe
hat	globe
ten teen	cop cope
10	
ten	cop
plan plane	fin fine
plane	fin

Print the names of the things on the lines.

mop mope	bet beet
mop	beet
rat rate	twin twine
rat	twine
rob robe	strips stripes
robe	stripes

NAME: _____
DATE: _____

PP.9 Activity Page

Directions: Have students circle the words that are said and then copy them on the lines.

1. bike	bake	bake
2. cute	cube	cute
3. fit	feet	feet
4. rode	ride	rode
5. like	lake	like
6. rope	robe	rope
7. queen	quite	queen
8. mute	mule	mule
9. pile	pale	pile
10. mane	mine	mane

NAME: _____
DATE: _____

PP.10 Activity Page

1. m a k e
2. t a k e
3. t a m e
4. t i m e
5. d i m e
6. d o m e
7. d o z e
8. d a z e

Fill in the gaps.

1. c u b e
2. c u t e
3. m u t e
4. m u l e
5. m o l e
6. p o l e
7. p a l e
8. p i l e

98

Skills 2

NAME: _____
DATE: _____

PP.11 **Activity Page**

Print the words that are said on the **lines**.

1. a t → a t e
2. g a m → g a m e
3. r a t → r a t e
4. m a n → m a n e
5. p l a n → p l a n e

Skills 2

99

NAME: _____
DATE: _____

PP.12 **Activity Page**

Print the words that are said on the **lines**.

1. p i n → p i n e
2. f i n → f i n e
3. d i m → d i m e
4. sh i n → sh i n e
5. s t r i p → s t r i p e

Skills 2

101

NAME: _____
DATE: _____

PP.13 **Activity Page**

Print the words that are said on the **line**.

1. c o p → c o p e
2. m o p → m o p e
3. h o p → h o p e
4. n o t → n o t e
5. g l o b → g l o b e

Skills 2

103

NAME: _____
DATE: _____

PP.14 Activity Page

Print the words that are said on the line.

1. u s → u s e
2. c u t → c u t e
3. c u b → c u b e

Skills 2

105

NAME: _____
DATE: _____

PP.15 Activity Page

In the box are the names of the things. Print the names on the lines.

~~stone~~	tape
plane	cone
feet	sheep

stone

plane

tape

cone

feet

sheep

Skills 2

107

In the box are the names of the things. Print the names on the lines.

bee	~~nine~~
bones	five
nose	queen

9

nine

nose

5

queen

five

bones

bee

108

Skills 2

NAME: _____
DATE: _____

PP.16 Activity Page

Print the words on the lines.

1. cake — cake

2. bike — bike

3. bee — bee

4. cube — cube

5. pine — pine

Skills 2

109

Print the words on the lines.

6. seeds seeds

7. cane cane

8. mule mule

9. globe globe

10. feet feet

NAME: _____
DATE: _____

PP.17 Activity Page

Directions: Have students answer the question by writing yes or no on the line.

1. Is a pup cute? yes
2. Can bees sting? yes
3. Do you like grapes? yes/no
4. Can you bake a cake? yes/no
5. Do you have a bike? yes/no
6. Do dogs like bones? yes
7. Can a chimp sing? no
8. Is fire wet? no

NAME: _____
DATE: _____

PP.18 Activity Page

Directions: Have students answer the question by writing yes or no on the line.

1. Do kings have robes? yes
2. Are limes sweet? no
3. Is King a black snake? yes
4. Do you like milk? yes/no
5. Do moles sleep in trees? no
6. Do you have a nose? yes
7. Can a dog quack like a duck? no
8. Do snakes have scales? yes

NAME: _____
DATE: _____

PP.19 Activity Page

kit	dim	fin	kite
quit	stripe	strip	quite
dime	fine		

Directions: Have students write the words with the /i/ sound under the bit *header and the words with the /ie/ sound under the* bite *header.*

/i/ as in bit	/ie/ as in bite
kit	dime
quit	stripe
dim	fine
fin	kite
strip	quite

NAME: _____
DATE: _____

PP.20 Activity Page

can	glade	fate	tape
cane	pan	glad	fat
pane	tap		

Directions: Have students write the words with the /a/ sound under the mad header and the words with the /ae/ sound under the made header.

/a/ as in mad	/ae/ as in made
can	cane
pan	pane
tap	glade
glad	fate
fat	tape

NAME: _____
DATE: _____

PP.21 Activity Page

rob	robe	hope	cope
globe	glob	slope	hop
slop	cop		

Directions: Have students write the words with the /o/ sound under the mop header and the words with the /oe/ sound under the mope header.

/o/ as in mop	/oe/ as in mope
rob	globe
slop	robe
glob	hope
cop	slope
hop	cope

NAME: _____
DATE: _____

PP.22 Activity Page

cub	use	cut	cute
us	fuse	mute	mutt
fuss	cube		

Directions: Have students write the words with the /u/ sound under the cut header and the words with the /ue/ sound under the cute header.

/u/ as in cut	/ue/ as in cute
cub	use
us	fuse
fuss	cube
cut	mute
mutt	cute

NAME: _____
DATE: _____

PP.23 Activity Page

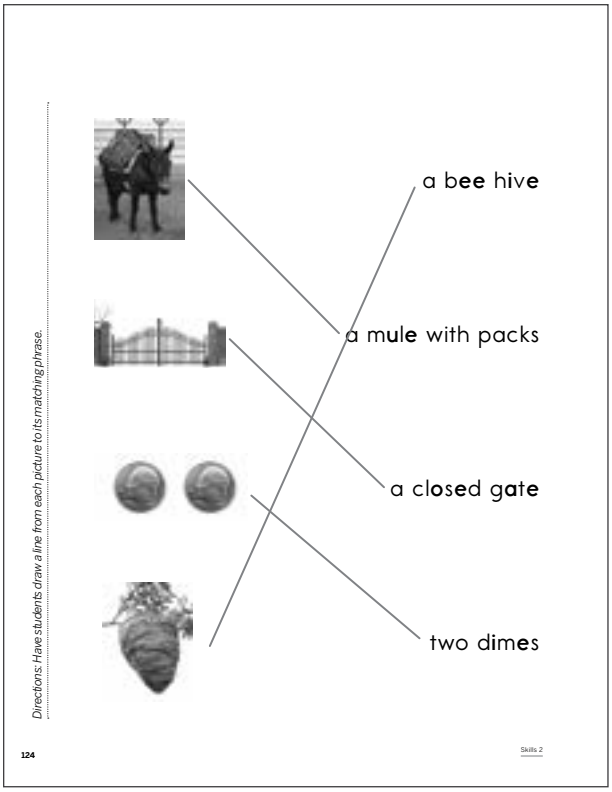
Directions: Have students draw a line from each picture to its matching phrase.

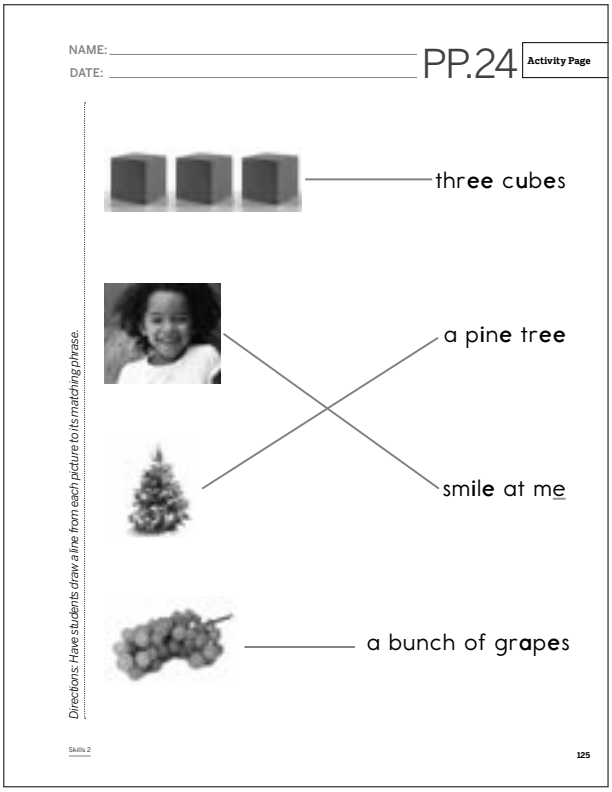
deer gaze

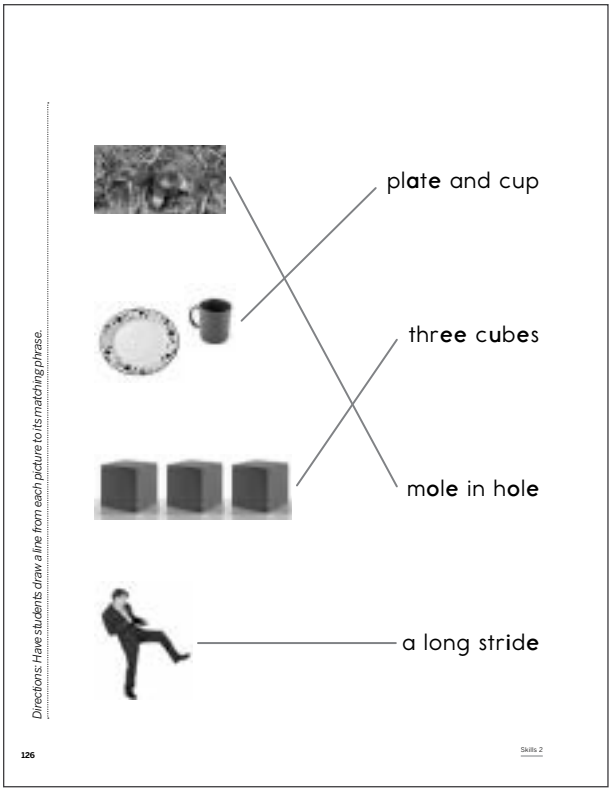
a cute pup

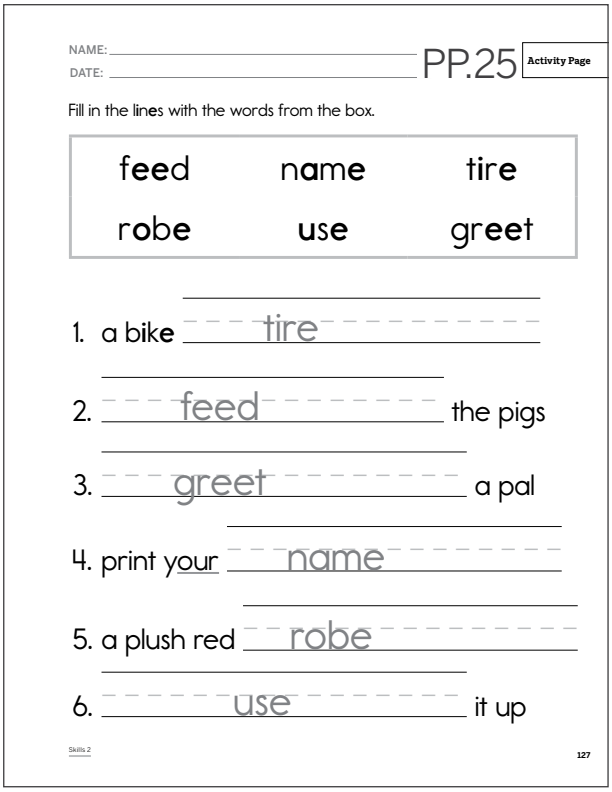
drive a truck

a pile of stones


Directions: Have students draw a line from each picture to its matching phrase.
a bee hive
a mule with packs
a closed gate
two dimes
124
Skills 2


NAME:
DATE:
PP.24
Activity Page
Directions: Have students draw a line from each picture to its matching phrase.
three cubes
a pine tree
smile at me
a bunch of grapes
Skills 2
125


Directions: Have students draw a line from each picture to its matching phrase.
plate and cup
three cubes
mole in hole
a long stride
126
Skills 2


NAME:
DATE:
PP.25
Activity Page
Fill in the lines with the words from the box.
feed name tire
robe use greet
1. a bike tire
2. feed the pigs
3. greet a pal
4. print your name
5. a plush red robe
6. use it up
Skills 2
127

NAME: _____
DATE: _____

PP.26 Activity Page

Fill in the lines with the words from the box.

gate	eels	maze
stones	prize	cute

1. shut the gate
2. win a prize in math
3. eels in a reef
4. lost in a maze
5. skip stones on a lake
6. pet a cute cat

NAME: _____
DATE: _____

PP.27 Activity Page

Print the words that are said on the lines.

1. She has green skates.
2. Who likes beets?
3. I rode my bike.
4. Grab the rope!
5. Jane skips stones.
6. He rides a trike.
7. Mike was stung by a bee.
8. Nate can bring some grapes.

NAME: _____
DATE: _____

PP.28 Activity Page

Fill in the lines with the words from the box.

meet	skates	be
feels	vote	bride

1. She feels fine.
2. Let's vote on it!
3. When did you meet him?
4. Where are your skates ?
5. Be quick!
6. Kate will be a bride next week.

NAME: _____
DATE: _____

PP.29 Activity Page

Fill in the lines with the words from the box.

use	home	seen
life	spade	froze

1. We wish you a long life!
2. To dig a hole they will need a spade.
3. There is no one at home.
4. Have you seen my bike?
5. He froze in his tracks.
6. Use your words!

NAME: _____
DATE: _____

PP.34 Activity Page

Fill in the lines with the words from the box.

we	you	he
your	no	some

1. Is this your home?
2. He tells jokes all the time.
3. There were no stripes on the flag.
4. Did you make the fire?
5. Can we plant some of the seeds?
6. We will share my lunch.

Skills 2

145

NAME: _____
DATE: _____

PP.37 Activity Page

Splash Dogs

1. Why did they take Buck and Pup to the lake?

They take Buck and Pup to the lake to see their tricks.

2. What trick can Buck do?

Buck can swim to a stick and bring it back.

Directions: Have students reread the story and answer the questions.

Skills 2

151

3. What did Pup bring back?
   - ○ the stick and a fish
   - ☑ a fish
   - ○ the stick

Directions: In the box, have students illustrate a part of the story and write a caption below.

Answers may vary.

152

Skills 2

NAME: _____
DATE: _____

PP.38 Activity Page

Tex and Rex

1. Tex is mad at Josh and Jen.	○ yes	☑ no
2. Josh and Jen are twins.	○ yes	☑ no
3. Rex and Tex are twins.	☑ yes	○ no
4. Rex is the man with the black hat.	☑ yes	○ no

5.	Rex	(creek)	trip	wave
6.	(pup)	(rope)	(shed)	Jill
7.	snake	(Gran)	(Rex)	cap

Directions: In line 5, have students mark the noun(s) that name a place. In line 6, have students mark the noun(s) that name a thing. In line 7, have students mark the proper noun(s) that name a person.

Skills 2

153

Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.

Answers may vary.

NAME: _____
DATE: _____

PP.39 Activity Page

Gran's Mud Run

Directions: Have students reread the story and answer the questions.

1. What did Gran drive in the Mud Run?
   - ✓ a green truck
   - ○ a black truck
   - ○ a red truck
2. There were five trucks in the Mud Run.
   - ○ yes
   - ✓ no
3. Rex, Tex, Josh, and Jen were at the track.
   - ○ yes
   - ✓ no
4. Gran did not win the Mud Run.
   - ○ yes
   - ✓ no

5. Who got stuck in deep mud?

Gran got stuck in deep mud.

6. What prize did Gran get?

Gran got a prize of a tire brush, a big box of rags, and some truck wax.

NAME: _____
DATE: _____

PP.40 Activity Page

Gran's Trip Home

Directions: Have students reread the story and answer the questions.

1. Who will take Josh and Jen back?

Tex will take Josh and Jen back in his truck.

2. What will Gran use to get to Three Mile Gulch?

Gran will use a bike to get to Three Mile Gulch.

3. What will Gran use to cross Three Mile Gulch?

Gran will use a rope to cross Three Mile Gulch.

4. Will Gran ride a bike to Pine Hill?

No, Gran will hike up to Pine Hill.

5. When will Gran see Josh and Jen?

Gran will see Josh and Jen in six weeks.

NAME: _____
DATE: _____

PP.41 Activity Page

Directions: Have students write the proper nouns that name specific people under the picture of George Washington and the common nouns that name a person under the picture of the girl.

Tex	kid
twin	Rex
Gran	man
cop	Josh

twin Tex

cop Gran

kid Rex

man Josh

NAME: _____
DATE: _____

PP.42 Activity Page

Directions: Have students read the sentences and add a period, question mark, or exclamation point at the end of each sentence.

? . !

1. Can you lend me your bike ?
2. Take all five pens .
3. I like to stroke my cat's back .
4. Do you feel well ?
5. Do not jump in the creek !
6. My name is Kate .

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Skills 2		Correlation—Teacher's Guide
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:		
TEKS 1.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	
TEKS 1.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions	
TEKS 1.1.C	share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	
TEKS 1.1.D	Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	
TEKS 1.1.E	develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings	
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
(A) demonstrate phonological awareness by:		
TEKS 1.2.A.i	producing a series of rhyming words	U2: p. 37; U2: p. 40
TEKS 1.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound	U2: p. 37; U2: p. 40
TEKS 1.2.A.iii	distinguishing between long and short vowel sounds in one-syllable words	U2: p. 37; U2: p. 40; U2: p. 43; U2: p. 60; U2: p. 63
TEKS 1.2.A.iv	recognizing the change in spoken word when a specified phoneme is added, changed, or removed	U2: p. 24; U2: p. 28; U2: p. 49; U2: p. 53; U2: p. 60; U2: p. 63; U2: p. 97; U2: p. 100; U2: p. 107; U2: p. 112; U2: p. 126; U2: p. 130
TEKS 1.2.A.v	blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends	U2: p. 60; U2: p. 63
TEKS 1.2.A.vi	manipulating phonemes within base words	
TEKS 1.2.A.vii	segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/ or final consonant blends	U2: p. 9; U2: p. 12; U2: p. 37; U2: p. 40; U2: p. 60; U2: p. 63; U2: p. 73; U2: p. 76; U2: p. 97,;U2: p. 100; U2: p. 137; U2: p. 140
(B) demonstrate and apply phonetic knowledge by:		
TEKS 1.2.B.i	decoding words in isolation and in context by applying common letter-sound correspondences	U2: p. 9; U2: p. 12; U2: p. 49; U2: p. 53; U2: p. 60; U2: p. 63; U2: p. 107; U2: p. 110; U2: p. 112; U2: p. 126; U2: p. 130; U2: p. 196; U2: p. 199
TEKS 1.2.B.ii	decoding words with initial and final consonant blends, digraphs, and trigraphs	
TEKS 1.2.B.iii	decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	U2: p. 9; U2: p. 12; U2: p. 14; U2: p. 24; U2: p. 28; U2: p. 37; U2: p. 40; U2: p. 41; U2: p. 43; U2: p. 46; U2: p. 60; U2: p. 63; U2: p. 73; U2: p. 76; U2: p. 85; U2: p. 89; U2: p. 97; U2: p. 100; U2: p. 115; U2: p. 118; U2: p. 126; U2: p. 130; U2: p. 137; U2: p. 140; U2: p. 149; U2: p. 153; U2: p. 158; U2: p. 168; U2: p. 175; U2: p. 178; U2: p. 182; U2: p. 185; U2: p. 192

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Skills 2		Correlation—Teacher's Guide
TEKS 1.2.B.iv	using knowledge of base words to decode common compound words and contractions	
TEKS 1.2.B.v	decoding words with inflectional endings including *-ed, -s,* and *-es*	
TEKS 1.2.B.vi	identifying and reading at least 100 high-frequency words from a research-based list	U2: p. 24; U2: p. 28; U2: p. 60; U2: p. 63; U2: p. 85; U2: p. 89; U2: p. 115; U2: p. 118; U2: p. 126; U2: p. 130; U2: p. 149; U2: p. 153; U2: p. 161; U2: p. 164; U2: p. 168; U2: p. 171; U2: p. 185; U2: p. 192
(C) demonstrate and apply spelling knowledge by:		
TEKS 1.2.C.i	spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	U2: p. 97; U2: p. 100
TEKS 1.2.C.ii	spelling words with initial consonant digraphs	
TEKS 1.2.C.iii	spelling words using sound-spelling patterns	
TEKS 1.2.C.iv	spelling high-frequency words from a research-based list	U2: p. 178; U2: p. 181; U2: p. 185; U2: p. 192
TEKS 1.2.D	demonstrate print awareness by identifying the information that different parts of a book provide	
TEKS 1.2.E	alphabetize a series of words to the first or second letter and use a dictionary to find words	
TEKS 1.2.F	develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	U2: p. 9; U2: p. 16; U2: p. 21
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS 1.3.A	use a resource such as a picture dictionary or digital resource to find words	
TEKS 1.3.B	use illustrations and texts the student is able to read or hear to learn or clafify word meanings.	
TEKS 1.3.C	identify the meaning of words with the affixes *-s, -ed,* and *-ing*	
TEKS 1.3.D	identify and use words that name actions, directions, positions, sequences, categories, and locations	U2: p. 126, U2: p. 129
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
TEKS 1.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	U2: p. 37; U2: p. 44; U2: p. 49; U2: p. 54; U2: p. 60; U2: p. 66; U2: p. 107; U2: p. 113; U2: p. 115; U2: p. 120; U2: p. 161; U2: p. 164; U2: p. 166; U2: p. 168; U2: p. 172; U2: p. 178; U2: p. 181; U2: p. 185; U2: p. 189; U2: p. 202; U2: p. 207
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.		
TEKS 1.5	self-select text and interact independently with text for increasing periods of time.	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Skills 2		Correlation—Teacher's Guide
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS 1.6.A	establish purpose for reading assigned and self-selected texts with adult assistance	U2: p. 49; U2: p. 54; U2: p. 60; U2: p. 66; U2: p. 126; U2: p. 132; U2: p. 185; U2: p. 189
TEKS 1.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	
TEKS 1.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	
TEKS 1.6.D	create mental images to deepen understanding with adult assistance	
TEKS 1.6.E	make connections to personal experiences, ideas in other texts, and society with adult assistance;	
TEKS 1.6.F	make inferences and use evidence to support understanding with adult assistance	U2: p. 85; U2: p. 89; U2: p. 168; U2: p. 172
TEKS 1.6.G	evaluate details to determine what is most important with adult assistance	U2: p. 9; U2: p. 16; U2: p. 24; U2: p. 31; U2: p. 49; U2: p. 54; U2: p. 85; U2: p. 91; U2: p. 115; U2: p. 120; U2: p. 126; U2: p. 132; U2: p. 137; U2: p. 144; U2: p. 149; U2: p. 155; U2: p. 168; U2: p. 172; U2: p. 185; U2: p. 189; U2: p. 196; U2: p. 200
TEKS 1.6.H	synthesize information to create new understanding with adult assistance	
TEKS 1.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS 1.7.A	describe personal connections to a variety of sources	
TEKS 1.7.B	discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	
TEKS 1.7.C	use text evidence to support an appropriate response	U2: p. 73; U2: p. 80; U2: p. 149; U2: p. 155
TEKS 1.7.D	retell texts in ways that maintain meaning	U2: p. 37; U2: p. 44; U2: p. 115; U2: p. 120; U2: p. 137; U2: p. 144
TEKS 1.7.E	interact with sources in meaningful ways such as illustrating or writing	
TEKS 1.7.F	respond using newly acquired vocabulary as appropriate	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Skills 2		Correlation—Teacher's Guide
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
TEKS 1.8.A	discuss topics and determine theme using text evidence with adult assistance	
TEKS 1.8.B	describe the main character(s) and the reason(s) for their actions	U2: p. 126; U2: p. 132; U2: p. 137; U2: p. 144
TEKS 1.8.C	describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently	U2: p. 24; U2: p. 31; U2: p. 60; U2: p. 66; U2: p. 73; U2: p. 80
TEKS 1.8.D	describe the setting	
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
TEKS 1.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	
TEKS 1.9.B	discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	
TEKS 1.9.C	discuss elements of drama such as characters and setting	
(D) recognize characteristics and structures of informational text, including:		
TEKS 1.9.D.i	the central idea and supporting evidence with adult assistance	
TEKS 1.9.D.ii	features and simple graphics to locate or gain information	
TEKS 1.9.D.iii	organizational patterns such as chronological order and description with adult assistance	
TEKS 1.9.E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	
TEKS 1.9.F	recognize characteristics of multimodal and digital texts	
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:		
TEKS 1.10.A	discuss the author's purpose for writing text	
TEKS 1.10.B	discuss how the use of text structure contributes to the author's purpose	
TEKS 1.10.C	discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	
TEKS 1.10.D	listen to and experience first- and third-person texts	
TEKS 1.10.E	listen to and experience first- and third-person texts	
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
TEKS 1.11.A	plan a first draft by generating ideas for writing such as by drawing and brainstorming	
(B) develop drafts into a focused, structured, and coherent piece of writing by:		

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Skills 2		Correlation—Teacher's Guide
TEKS 1.11.B.i	organizing with structure	
TEKS 1.11.B.ii	developing an idea with specific and relevant details	
TEKS 1.11.C	Revise drafts by adding details in pictures or words.	
(D) edit drafts using standard English conventions, including:		
TEKS 1.11.D	edit drafts using standard English conventions	
TEKS 1.11.D.i	complete sentences with subject-verb agreement	
TEKS 1.11.D.ii	past and present verb tense	
TEKS 1.11.D.iii	singular, plural, common, and proper nouns	U2: p. 24; U2: p. 27; U2: p. 30; U2: p. 49; U2: p. 52; U2: p. 85; U2: p. 89; U2: p. 107; U2: p. 111; U2: p. 149; U2: p. 152; U2: p. 185; U2: p. 188; U2: p. 202; U2: p. 205
TEKS 1.11.D.iv	adjectives, including articles	
TEKS 1.11.D.v	adverbs that convey time	
TEKS 1.11.D.vi	prepositions	
TEKS 1.11.D.vii	pronouns, including subjective, objective, and possessive cases	
TEKS 1.11.D.viii	capitalization for the beginning of sentences and the pronoun "I"	U2: p. 9; U2: p. 16; U2: p. 24; U2: p. 31
TEKS 1.11.D.ix	punctuation marks at the end of declarative, exclamatory, and interrogative sentences	U2: p. 9; U2: p. 16; U2: p. 24; U2: p. 31
TEKS 1.11.D.x	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	
TEKS 1.11.E	publish and share writing	
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS 1.12.A	dictate or compose literary texts, including personal narratives and poetry	
TEKS 1.12.B	dictate or compose informational texts, including procedural texts	
TEKS 1.12.C	dictate or compose correspondence such as thank you notes or letters	
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS 1.13.A	generate questions for formal and informal inquiry with adult assistance	
TEKS 1.13.B	develop and follow a research plan with adult assistance	
TEKS 1.13.C	identify and gather relevant sources and information to answer the questions with adult assistance	
TEKS 1.13.D	demonstrate understanding of information gathered with adult assistance	
TEKS 1.13.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Skills 2		Correlation—Teacher's Guide
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 1.A	use prior knowledge and experiences to understand meanings in English	
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	
ELPS 1.D	speak using learning strategies such as requesting assistance, employing nonverbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	
ELPS 1.F	use accessible language and learn new and essential language in the process	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Skills 2		Correlation—Teacher's Guide
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	U2: p. 20; U2: p. 33; U2: p. 82; U2: p. 93; U2: p. 122; U2: p. 146; U2: p. 191
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	
ELPS 3.E	share information in cooperative learning interactions	
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and contentbased vocabulary during extended speaking assignments	
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	U2: p. 56

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Skills 2		Correlation—Teacher's Guide
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	U2: p. 68
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	U2: p. 19
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	U2: p. 113
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	U2: p. 19; U2: p. 27; U2: p. 52; U2: p. 157; U2: p. 174
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	U2: p. 20; U2: p. 33; U2: p. 68; U2: p. 82; U2: p. 93; U2: p. 122; U2: p. 146; U2: p. 157; U2: p. 174; U2: p. 191
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	
ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Skills 2		Correlation—Teacher's Guide
ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	

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ENGLISH

2

Grade 1

Skills 2 | Activity Book

Grade 1

Skills 2

Activity Book

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Skills 2

Activity Book

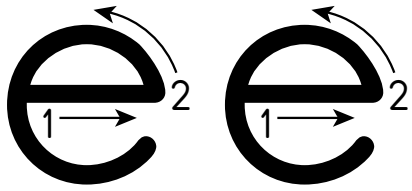
This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 2. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The activity pages in this book do not always include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these activity pages to the students orally, using the instructions in the Teacher Guide. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

1.1 **Activity Page**

Directions: Have students trace and copy the letters and words. Students should say the sounds while writing the letters.



ee

bee

seen

feet

qu**ee**n	sh**ee**p
b**ee**	t**ee**th

Directions: Have students write each word under its matching picture.

NAME: _____

DATE: _____

Gran's Trips

Directions: Have students reread the story and answer the questions.

1. Where did Gran get to see lots of ships?

2. What did Gran do at the gulf?

3. Which trip was Gran's best trip?

4. Gran gets to Josh and Jen . . .

- ○ on a ship.
- ○ in a cab.
- ○ in a truck.

NAME: _____

DATE: _____

1.3 **Take -Home**

Dear Family Member,

Today our class started the second unit for our English Language Arts program. The Reader for this unit is called *Gran*. Your student will bring home stories you can read together about the adventurous Gran and her grandchildren, Josh and Jen. Remember that reading at home with your student is important for their success as a reader.

In addition, your student today has been taught to read words with the double–letter spelling 'ee', as in *feet*. To practice this new spelling, ask your student to cut out the word cards below. In addition to words with the 'ee' spelling, some of the words below are Tricky Words; Tricky Words have parts that are underlined because they do not play by the sound rules. Have your student read all of the words aloud, and arrange the cards to make phrases such as *the eel, three sheep, long speech*, etc. You may also ask your student to copy the phrases onto a sheet of paper. Please keep the cards for future practice.

the	all	long
teeth	week	one
deep	eel	sheep
speech	three	sleep

NAME: _____

DATE: _____

The Pet

1. When did Gran get the pet?

_____

_____

_____

_____

_____

2. Gran said that the pet . . .

○ has three green teeth.

○ has long legs, but no feet.

○ is long and has fangs.

Directions: Have students reread the story and answer the questions.

Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.

NAME: _____

DATE: _____

2.2 **Take -Home**

Dear Family Member,

Your student read this story in class. Please ask your student to read the story aloud to you. Remind your student that the underlined parts of words signal that this part is tricky and does not follow the sound rules they have learned. Also remind your student that the bolded '**ee**' signals that these letters are sounded as /ee/, as in the word *feet*.

Gran's Trips

"When will Gran get here?" Josh asks.

Jen shrugs.

Just then, Josh and Jen s**ee** a cab on the str**ee**t.

"Gran is here!" Jen yells.

When Gran steps from the cab, Josh and Jen run up to get a hug.

“Was the trip fun?” Josh asks.

“Which one?” Gran asks. “I went on thr**ee** trips!”

“Where to?” asks Josh.

“One was to the Swiss Alps,” says Gran. “In the Alps, there were st**ee**p cliffs. I went up to the top of one cliff, but it was slick. I fell and had to cling to the rocks!”

“No!” says Jen.

“Yes!” says Gran. “Here is a snap shot.”

"What was the next trip?" Josh asks.

"I went to Hong Kong," says Gran.

"What is in Hong Kong?"

"Lots of stuff," says Gran. "Hong Kong has lots of ships and big lamps."

"No!" says Josh.

"Yes!" says Gran. "Here is a snap shot."

“What was the last trip?” asks Jen.

“I went to the gulf to swim with the **ee**ls and f**ee**d the fish,” says Gran.

“No!” says Jen.

“Yes!” says Gran. “Here is a snap shot.”

“Which trip was the best?” Josh asks.

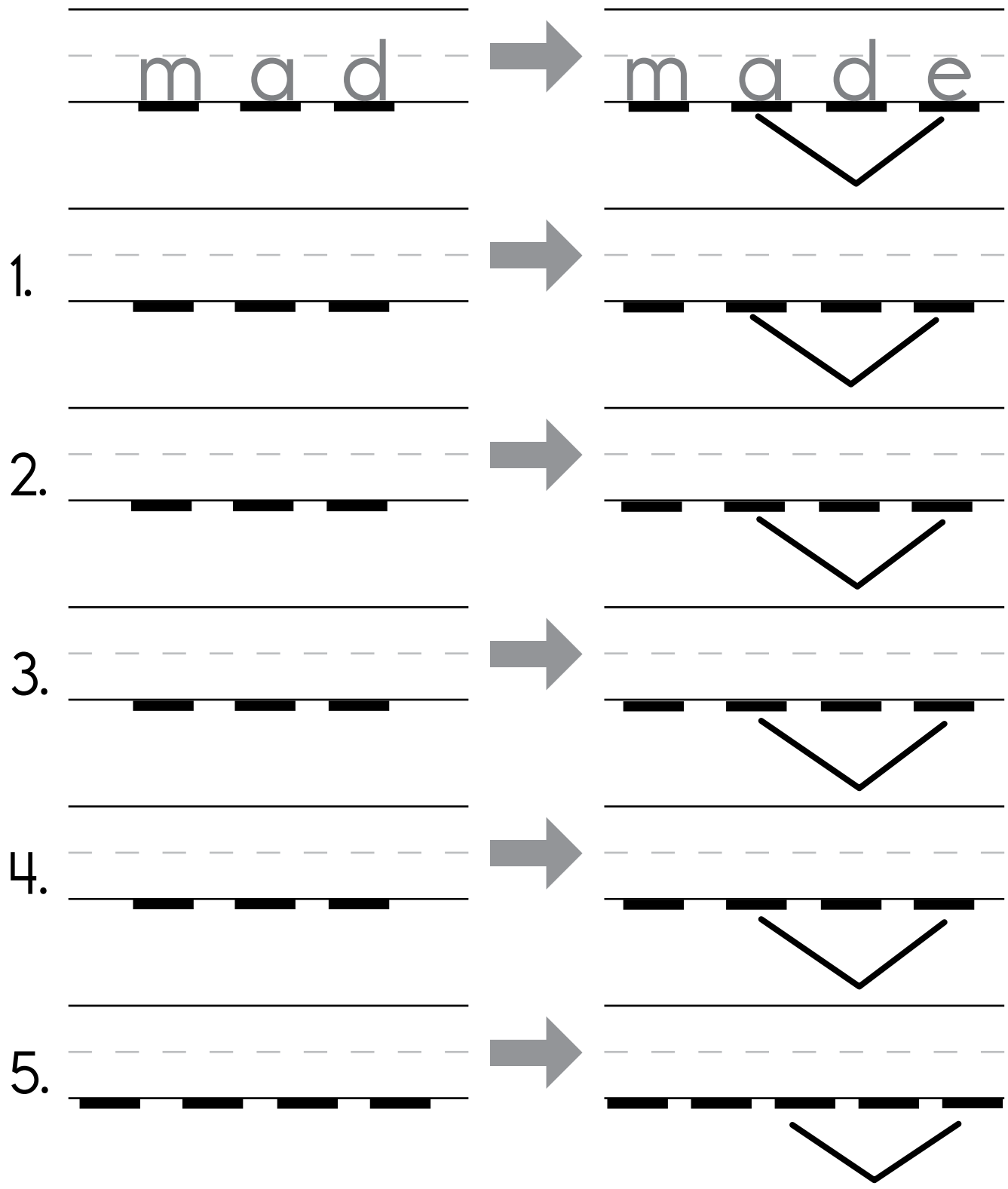
“This one!” Gran says. “The one where I get to s**ee** Josh and Jen!”

NAME: _____

DATE: _____

3.1 **Activity Page**

Print the words that are said on the lines.



NAME: _____

DATE: _____

3.2 **Take -Home**

Dear Family Member,

Your student read this story in class earlier this week. Please ask your student to read the story aloud to you. Remind your student that the underlined parts of words signal that this part is tricky and does not follow the sound rules your student has learned.

The Pet

Gran says, "When I was on my trip, I got a pet."

"What can it be?" asks Jen. "Is it a fish?"

"No," says Gran.

"Is it a dog?" asks Josh.

"No," says Gran.

“Is this pet big?” asks Josh.

“Well,” says Gran, “he is not big, but he is long.”

“Has he got t**ee**th?” asks Josh.

“He has fangs!” says Gran.

“What are fangs?” asks Jen.

Just then the bell rings.

Gran says, “That must be him!”

NAME: _____

DATE: _____

King

1. What is in the cr**ate**?

_____

_____

_____

_____

_____

2. King is . . .

   ○ long with green bands.

   ○ long and black.

   ○ thick and red.

Directions: Have students reread the story and answer the questions.

3. Why is King a sn**a**k**e** that Josh and Jen can pet?

Directions: In the box, have students illustrate a part of the story and then write a caption below.

NAME: _____

DATE: _____

5.1 **Activity Page**

Where Is King?

Directions: Have students reread the story and answer the questions.

1. Which spot did Josh and Jen check?

2. King was . . .

   ○ in the pots.

   ○ in a vase.

   ○ in the crate.

Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.

NAME: _____

DATE: _____

5.2

Take -Home

Dear Family Member,

Your student has been taught to read the Tricky Words *he*, *she*, *me*, *they*, and *their*. In addition, your student has learned to read words with the separated digraph 'a_e', as in *bake*. Tricky Words are hard to read because they contain parts that are not pronounced the way one would expect. Words with separated digraph 'a_e' can be challenging to read because the reader has to recognize that the letters 'a' and 'e' are separated by a consonant, but they still work together to make a vowel sound.

Have your student first read the Tricky Words in the box and then the sentences below. Your student will need to figure out which Tricky Word makes sense in each sentence. Note that the tricky parts are underlined. Then have your student write the correct Tricky Word for each sentence on the line.

be	me	They
their		She

1. Will Jake bake _____ a cake?

2. Shane and Jane have lots of fun with _____ _____ dog.

be	me	They
their		She

3. Kate is ten. _____ is in fifth grade.

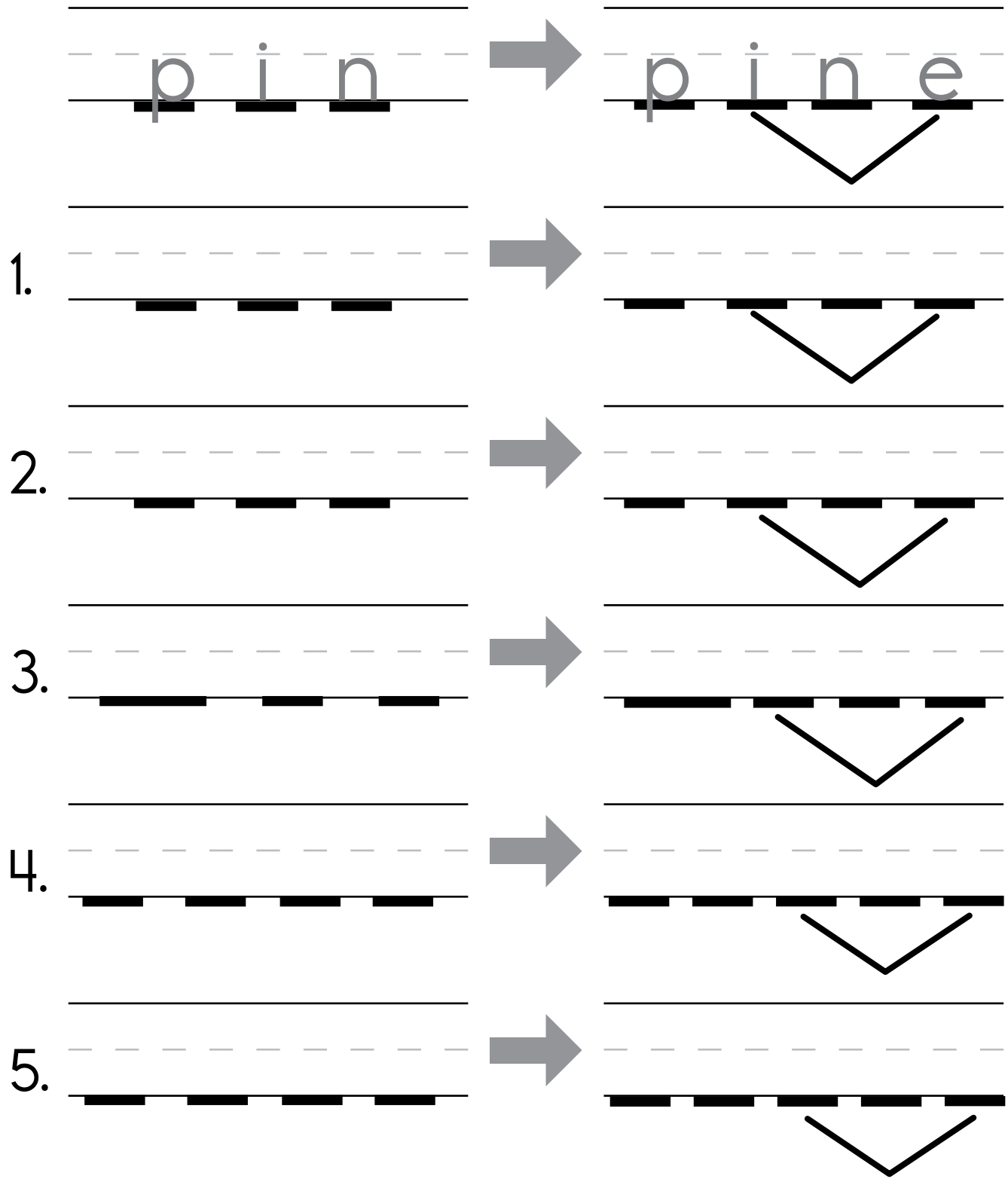
4. Nate and Beth are pals. _____ _____ are in the same class.

NAME: _____

DATE: _____

6.1 **Activity Page**

Print the words that are said on the lines.



NAME: _____

DATE: _____

The Swim Meet

Directions: Have students reread the story and answer the questions.

1. Who went to the swim m**ee**t?

2. In which l**a**n**e** did Jen swim?

3. Were Josh and Jen sad that they did not win?

4. Did Gran take King to the meet?

NAME: _____

DATE: _____

6.3

Take -Home

Dear Family Member,

The words below are Tricky Words. These are words that are not pronounced as students may expect. For this reason, we say that Tricky Words do not play by the rules. Please ask your student to cut out the word cards. Show the cards to your student and have them read them aloud. As an extension of this activity, ask your student to copy the words onto a sheet of paper. Please keep the word cards for future practice.

a	I	no
so	of	all
some	are	from
word	were	have
one	once	to

NAME: _____

DATE: _____

At the Reef

Directions: Have students reread the story and answer the questions.

1. Where did Gran plan to m**ee**t Mik**e**?

   ○ at the reef

   ○ on the swim deck

   ○ in the Swiss Alps

2. What did Gran rid**e** to get to the r**ee**f?

3. What did Mik**e** do when Gran swam with the fish?

4. Why did Mik**e** have a bad tim**e**?

NAME: _____

DATE: _____

7.2 **Take -Home**

Dear Family Member,

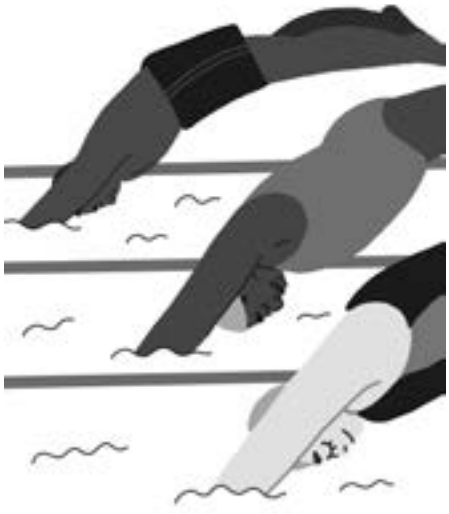
Your student read this story in class earlier this week. Please ask your student to read the story aloud to you. Remind your student that the underlined parts of words signal that this part is tricky and does not follow the sound rules your student has learned.

The Swim Meet

Josh and Jen li**k**e to swim. They t**a**k**e** Gran to their swim m**ee**t.

Jen l**i**n**e**s up in l**a**n**e** f**i**v**e**.

Josh l**i**n**e**s up in l**a**n**e** six.



The kids are up on the blocks.

Then there is a b**ee**p.

All the kids d**i**v**e** in. Splash!

"Swim!" yells Gran. "Swim fast!"

Josh and Jen swim as fast as they can. They swim and swim. In no time, they make it to the end.

“Did Josh win?” asks Gran. “Did Jen win?”

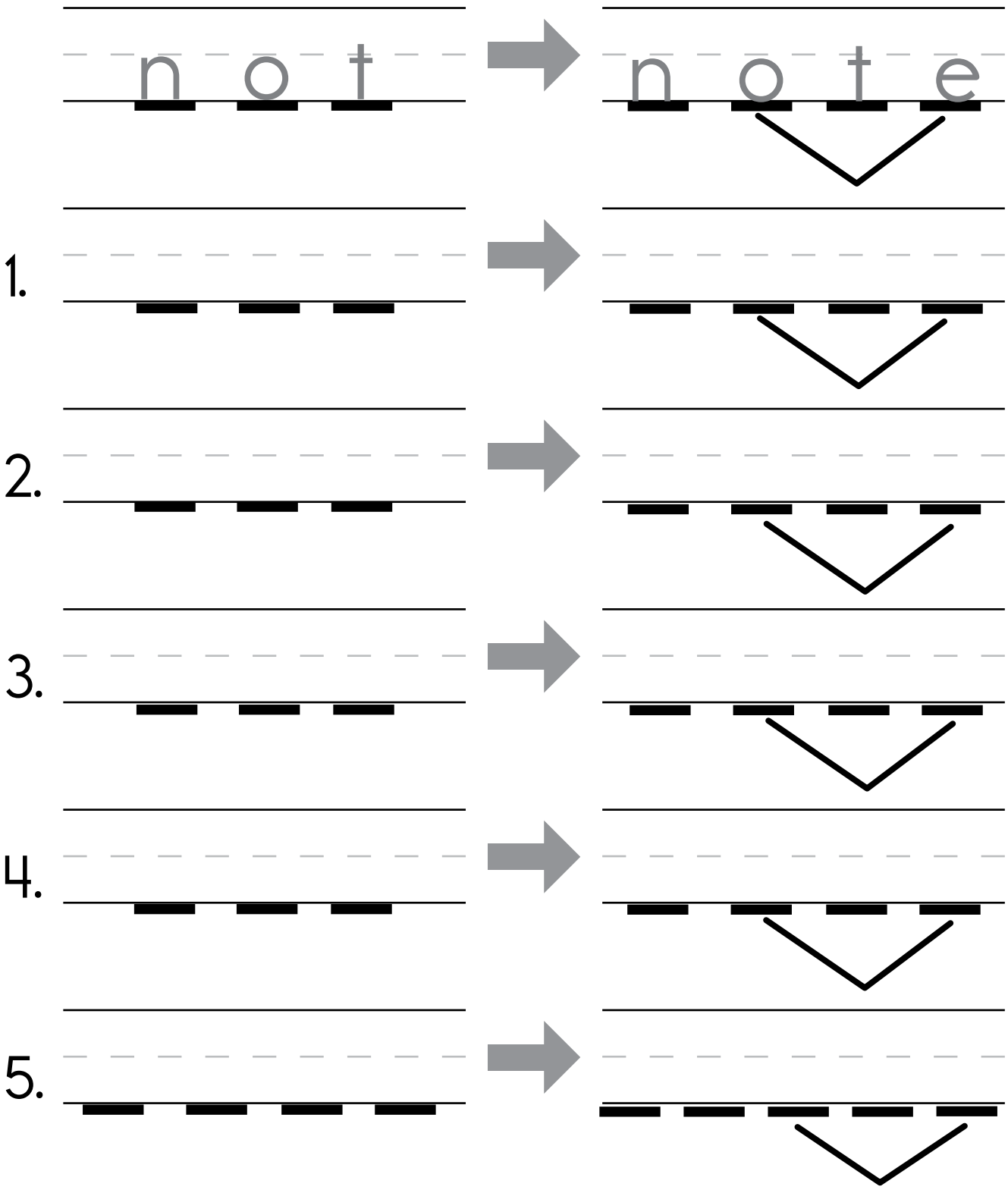
Josh and Jen wave and smile. They did not win, but they had a lot of fun!

NAME: _____

DATE: _____

8.1 **Activity Page**

Print the words that are said on the lines.



Directions: Have students trace and copy the letters and words. Students should say the sounds while writing the letters.

o_e as in nope

note note

note

rope rope

rope

bone bone

bone

home home

home

those those

those

NAME: _____

DATE: _____

8.2 **Take -Home**

Dear Family Member,

Your student read this story in class earlier this week. Please ask your student to read the story aloud to you. Remind your student that the underlined parts of words signal that this part is tricky and does not follow the sound rules your student has learned.

At the Reef

Josh asks Gran what it was like when she went to the reef.

"Well," Gran says, "it was a lot of fun! I made a plan to meet my pal Mike. I had to ride my bike nine miles to the reef to meet Mike."

"That is a long ride!" says Jen.

“When I got there I went on a dive to see the fish and the eels.”

“With Mike?” Josh asks.

“No,” Gran says. “Mike did not dive with me. He went to hang glide.”

“Did he like it?” Jen asks.

“Not so much,” Gran says with a smile.

“Why not?” asks Josh.
“It must be lots of fun to hang glide.”

"Did he crash?" asks Jen.

"No, no," says Gran, "but he did have a bad time. When it was time to land, he hit a hive of bees! He got stung ten times."

"Yikes!" says Jen.

NAME: _____

DATE: _____

10.1 **Activity Page**

The Bug Glass

1. What was it that Jen br**o**k**e**?

2. What can Josh do with his bug glass?

   ○ He can fill it with bugs.

   ○ He can see bugs up cl**o**s**e**.

   ○ He can let bugs sip milk from it.

Directions: Have students reread the story and answer the questions.

3. Gran asks Jen to toss some grapes and chips on the stone so that . . .

4. What can Josh see on the stone with his bug glass?

NAME: _____

DATE: _____

10.2

Take -Home

Dear Family Member,

So far in Unit 2, your student has been taught to read words with the separated digraphs 'a_e' as in *cake*, 'i_e' as in *time*, and 'o_e' as in *bone*. Ask your student to read the words in the word bank below, then circle the separated digraph in each word. Your student should then sort the words into the appropriate column, saying each word while writing it. The first one is done for you as an example.

wave	rose	wife
smoke	cones	life
size	close	game
shape	drive	take

'i_e' as in time	'a_e' as in cake	'o_e' as in bone
	wave	

NAME: _____

DATE: _____

11.1 Activity Page

Directions: Have students write the words with the /o/ sound under the 'hop' header and the words with the /oe/ sound under the 'hope' header.

rob	r**o**b**e**
n**o**t**e**	not
r**o**d**e**	rod
cod	c**o**d**e**
mop	m**o**p**e**

/o/ as in hop

/o_e/ as in hope

NAME: _____

DATE: _____

The Tape

1. What did Gran's gran do?

   ○ She m**a**d**e** up j**o**k**e**s.

   ○ She sang a jazz song.

   ○ She kept t**a**m**e** sn**a**k**e**s.

2. What did Jen and Gran l**i**k**e** about what they heard?

Directions: Have students reread the story and answer the questions.

Directions: Have students retell the part of the story that is shown in the picture or have them copy the sentences from the story that go with the picture.

NAME: _____

DATE: _____

11.3

Take -Home

Dear Family Member,

Below are words that contain digraph spellings, or letter teams. These are two letters that work together to make one sound. Please ask your student to read these words aloud to you. Your student can then cut the words out to make flash cards. Show the card and ask your student to use the word in a phrase or sentence. For handwriting practice, have your student copy the words onto a piece of paper, paying attention to the separated digraphs. Please keep the cards for future practice with your student at home.

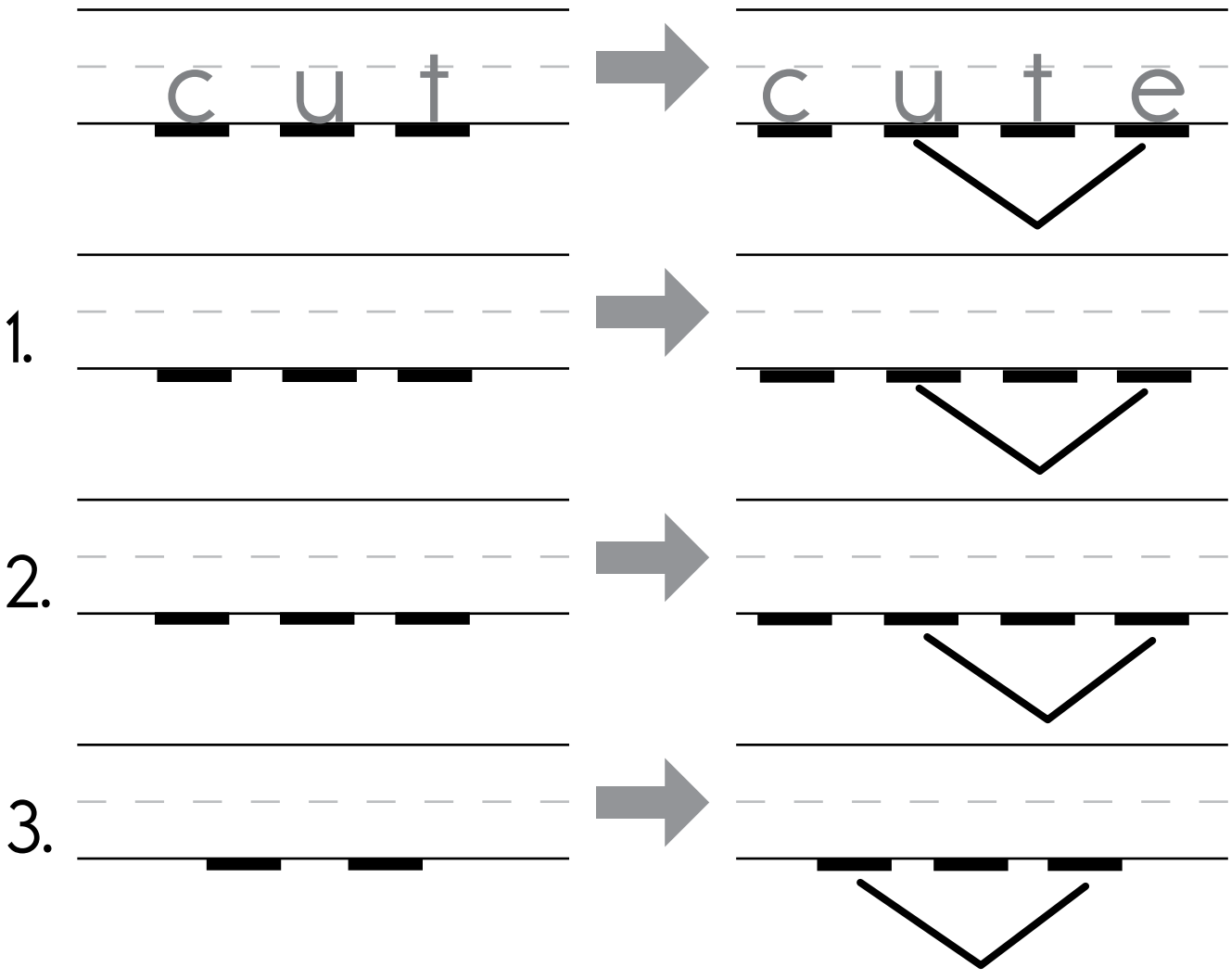
poke	gate	cheek
sweep	flake	pipe
twine	bride	peel
hole	shave	vote

NAME: _____

DATE: _____

12.1 **Activity Page**

Print the words that are said on the lines.



NAME: _____

DATE: _____

12.2 **Activity Page**

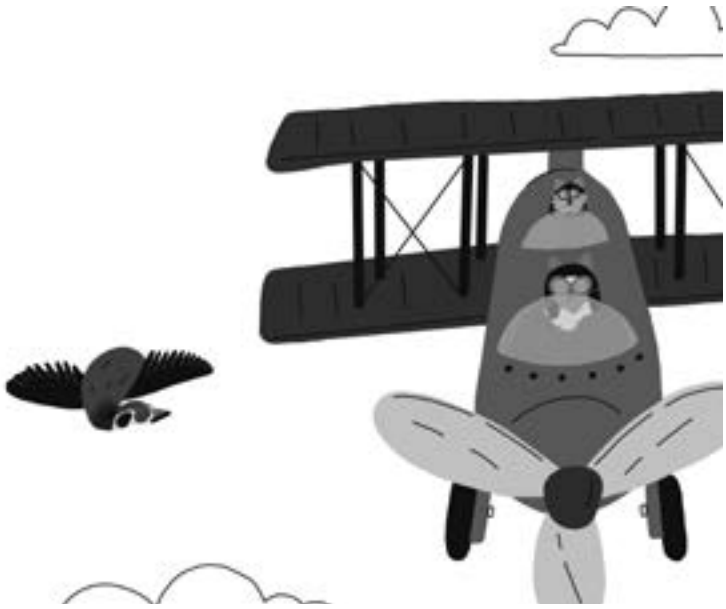
Fuzz and Mel

Directions Have students reread the story and answer the questions.

1. Which cat is a br**a**v**e** cat?

2. Did Fuzz lik**e** it when Mel m**a**d**e** the pl**a**n**e** zip and div**e**?

Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.



NAME: _____

DATE: _____

12.3 Take -Home

Dear Family Member,

Your student read this story in class earlier this week. Please ask your student to read the story aloud to you. Remind your student that the underlined parts of words signal that this part is tricky and does not follow the sound rules your student has learned.

The Tape

"Gran," Jen asks, "what is that?"

"This is a t**a**p**e** deck," Gran says. "And in it is a t**a**p**e** with s**o**m**e** songs sung by my gran."

On the t**a**p**e** Gran's gran sings a jazz song. At the end she sings, "Pip! Pip! Ting a ling a ling!"

"I l**i**k**e** th**o**s**e** n**o**t**e**s she sings at the end!" says Jen.

"So do I!" says Gran.

“Gran,” says Jen, “we can act lik**e** we are in the band and sing the song!”

“OK,” says Gran. “Run and get a dress. I will grab th**o**s**e** sh**a**d**e**s I lik**e**.”

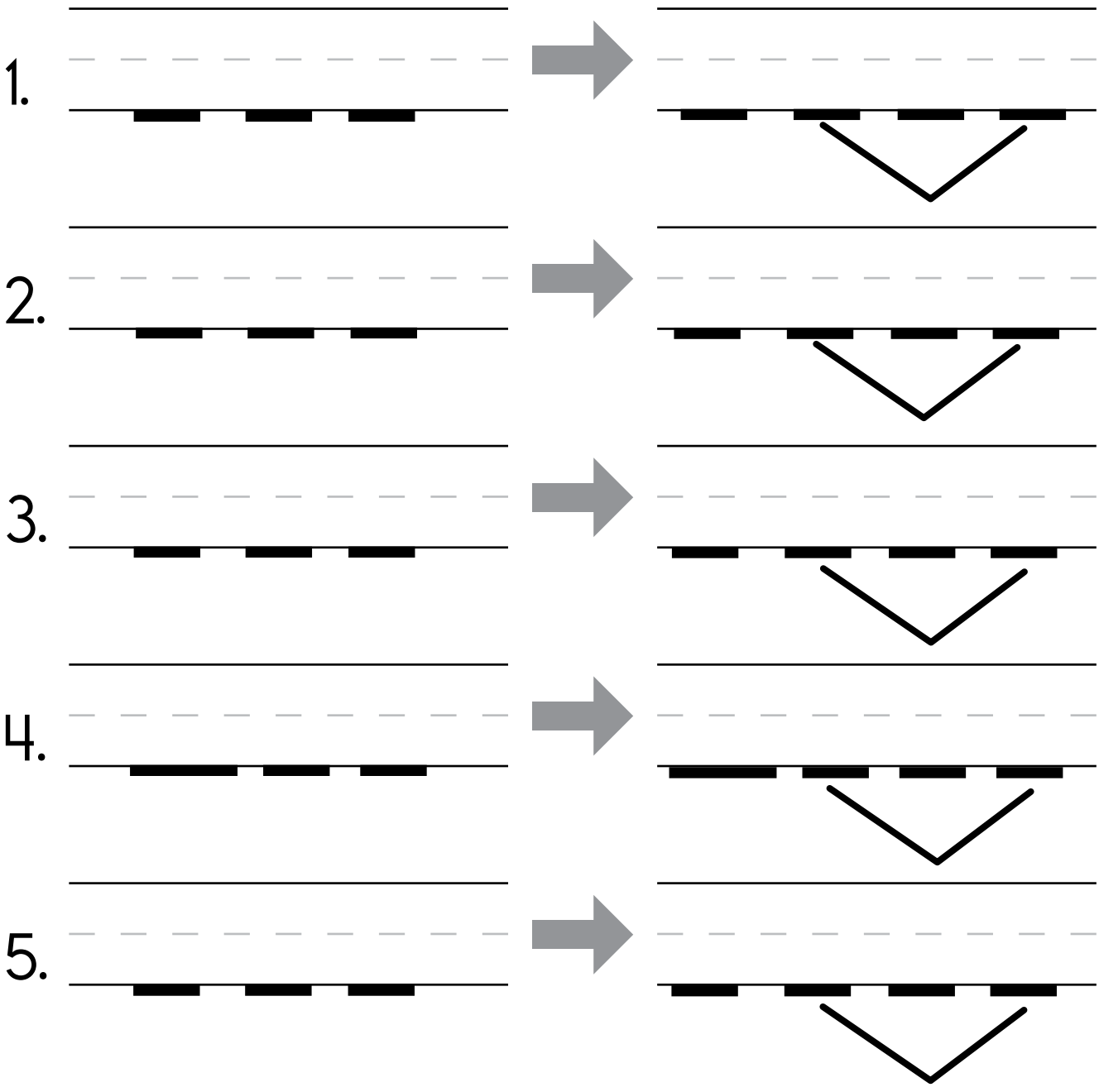
Gran and Jen dress up. Then they sing the song. At the end they sing, “Pip, pip! Ting a ling a ling!”

NAME: _____

DATE: _____

13.1 **Activity Page**

Print the words that are said on the lines.



NAME: _____

DATE: _____

The Sweet Shop

Directions: Have students reread the story and answer the questions.

1. What did Gran's dad have?

   ○ a bike shop

   ○ a sweet shop

   ○ a truck stop

2. What did Gran get to make?

3. What jobs did Gran have at the sweet shop?

4. Why was the sweet shop not all fun and games?

NAME: _____

DATE: _____

13.3

Activity Page

Print the names of the things on the lines.

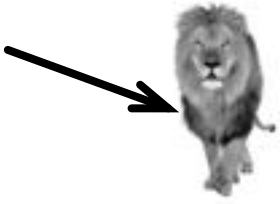
cub	cube

pin	pine

cap	cape

can	cane

man	mane

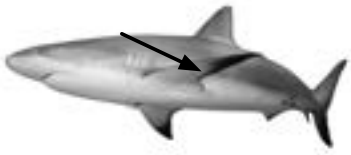


dim	dime

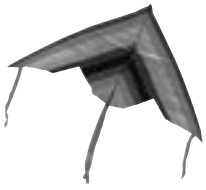
Print the names of the things on the lines.

wed weed

fin fine



kit kite



tap tape

not note

hop hope

NAME: _____

DATE: _____

13.4

Activity Page

Print the names of the things on the lines.

tree	bee

Kate	gate

bike	pike

dimes	limes

tone	bone

cute	cube

Print the names of the things on the lines.

hope rope

seeds weeds

pine pin

feet fate

cake rake

rate rat

NAME: _____

DATE: _____

13.5 **Activity Page**

Directions: For each word, have students circle and count the spellings, then write the number of sounds in the box and copy the word on the lines.

1. red 3 red
2. green
3. make
4. splash
5. spend
6. gate
7. hide
8. chin

9. ring

10. shine

11. snake

12. ape

13. rash

14. ask

15. reed

16. ride

NAME: _____

DATE: _____

13.6

Take -Home

Dear Family Member,

The words below are Tricky Words. These are words that are not pronounced as students may expect. For this reason, we say that Tricky Words do not play by the rules. Please ask your student to read the Tricky Words in the box below, and then use the Tricky Words to complete the sentences (not all of the words will be used).

why	here	what
said	are	have
where	two	there

1. _____ is the shop?

2. "Run fast!" _____ Jack.

3. We _____ all here.

why	here	what
said	are	have
where	two	there

4. _____ is Tom sad?

5. _____ is his name?

6. I _____ two snacks.

NAME: _____

DATE: _____

15.1 **Take -Home**

Dear Family Member,

Your student read this story in class earlier this week. Please ask your student to read the story aloud to you. Remind your student that the underlined parts of words signal that this part is tricky and does not follow the sound rules your student has learned.

The Sweet Shop

"Gran," Josh asks, "did you have a job when you were a kid?"

"I did," says Gran. "My dad had a sw**ee**t shop and I had a job in the shop."

"Did you get to m**a**k**e** sw**ee**ts?"

"Yes," says Gran. "I got to m**a**k**e** milk sh**a**k**e**s, c**a**k**e**s, and gum drops."

“Was it fun?” Josh asks.

“Some of it was fun,” says Gran. “But it was not all fun and g**a**m**e**s. I had to sw**ee**p and pick up. And I had to w**i**p**e** off the c**a**k**e** c**a**s**e**.”

“Can you still m**a**k**e** c**a**k**e**s?” asks Jen.

“You bet I can!” says Gran. “Do you want to m**a**k**e** one?”

NAME: _____

DATE: _____

17.1 **Activity Page**

The Trip West

Directions: Have students reread the story and answer the questions.

1. The kids and Gran get to the ranch in the West. . .

   ○ on sk**a**t**e**s.

   ○ by bik**e** and sled.

   ○ by cab, pl**a**n**e**, and van.

2. On his back Sam has . . .

   ○ a pack with camp stuff.

   ○ a bag with m**u**l**e** snacks.

   ○ r**o**p**e** and tw**i**n**e**.

Directions: In the box, have students illustrate a part of the story and then write a caption below.

3. Who do the kids m**ee**t at the ranch?

NAME: _____

DATE: _____

17.2

Take -Home

Dear Family Member,

Your student has been continuing to learn about digraphs, or spelling teams: letters that work together to make one vowel sound. Please have your student read the words in the word box below and circle the letter teams. Next, ask your student to write the words in the appropriate column in the chart. You may have your student use each word in a sentence. The first one is done for you as an example.

home	tape	fume
joke	fuse	shape
bare	rope	choke
cane	mule	cube

‘o_e’ as in h**o**m**e**	‘a_e’ as in t**a**p**e**	‘u_e’ as in **u**s**e**
home		

NAME: _____

DATE: _____

18.1

Assessment

1.	bike	bit	bite	bake
2.	rose	rise	robe	rope
3.	cheek	ship	chin	seek
4.	rat	rake	rate	ran
5.	bit	beet	bet	best
6.	cut	cube	cub	cute
7.	sheet	chip	sheep	ship
8.	luck	lake	lick	lush

9.	cube	cute	cub	can
10.	lit	lint	line	lend
11.	rut	robe	rash	rob
12.	sheet	shine	shin	slip
13.	close	clot	loss	gloss
14.	pit	pan	pane	pale
15.	mute	mutt	nut	mule

NAME: _____

DATE: _____

Saved by the Bells

1. Who do Josh, Jen, and Gran hik**e** with?:
   - ○ Sam the m**ule**
   - ○ Fuzz and Mel
   - ○ Tex
   - ○ Mik**e**

2. The camp s**i**t**e**:
   - ○ has lots of tr**ee**s
   - ○ is damp and wet
   - ○ is cl**o**s**e** to a c**a**v**e**
   - ○ has r**o**p**e**s

3. Gran, Josh, and Jen:
   - ○ take Sam to the c**a**v**e**
   - ○ rest in the tent
   - ○ hike d**ee**p in the c**a**v**e**
   - ○ set up the tent

4. In the c**a**v**e**, they get:

- ○ hot
- ○ lost
- ○ snacks
- ○ bells

5. What helps Josh, Jen, and Gran get back to the camp s**i**t**e**?

- ○ Tex's sm**i**l**e**
- ○ Sam's rope
- ○ Mel's pl**a**n**e**
- ○ Sam's bells

_____ /5

NAME: _____

DATE: _____

19.1

Assessment

Jack	snake	kite	queen	snack

1.	Josh	bike	stone	cube	sweets
2.	tree	Gran	plane	Jane	bee
3.	cave	mule	home	state	rope
4.	Jake	wife	kid	stove	Rome
5.	grape	tape	Pete	shack	kid

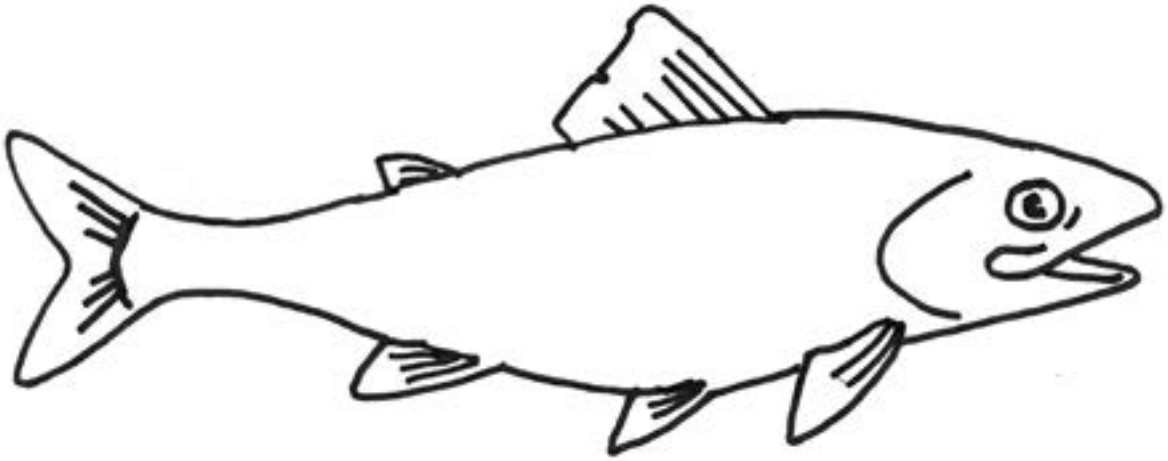
_____ /10

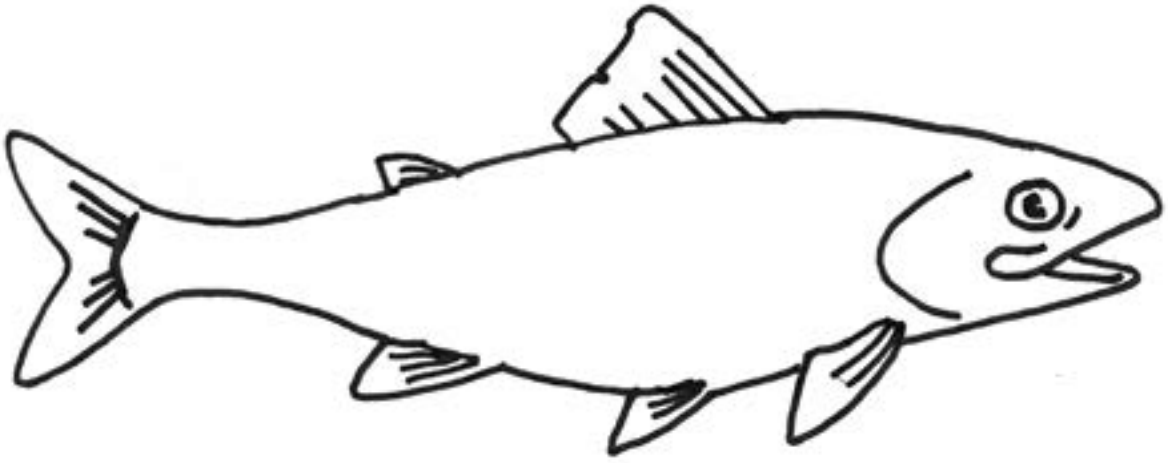
NAME: _____

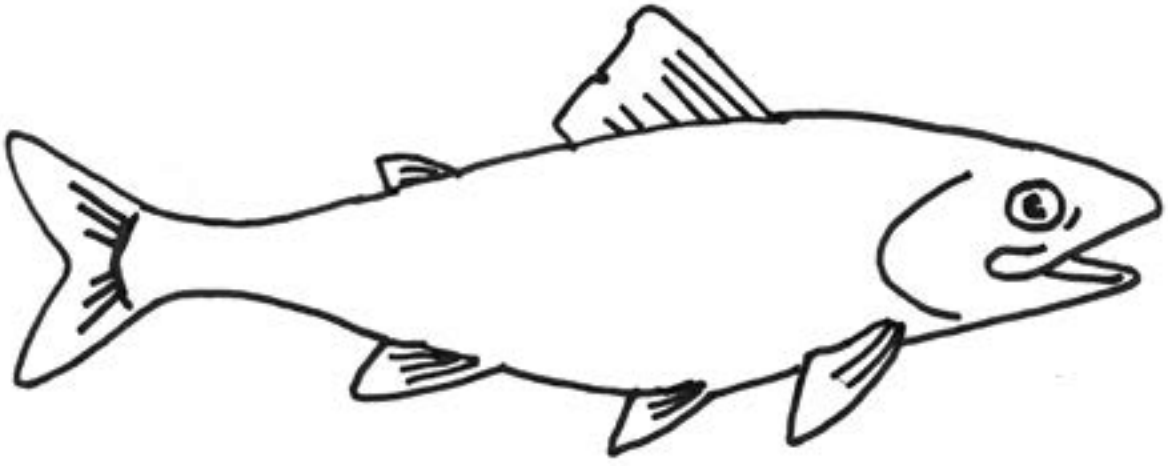
DATE: _____

PP.1 **Activity Page**

Template for Fishing Pond Exercise







NAME: _____

DATE: _____

PP.2

Take -Home

Dear Family Member,

Ask your student to cut out the word cards. Show the cards to your student and have your student read them. Ask your student to say a phrase or sentence with each word. Extension: Ask your student to copy the words onto a sheet of paper. Further extension: Read the words aloud and have your student write the words down, paying attention to the separated digraphs. Please keep the cards for future practice.

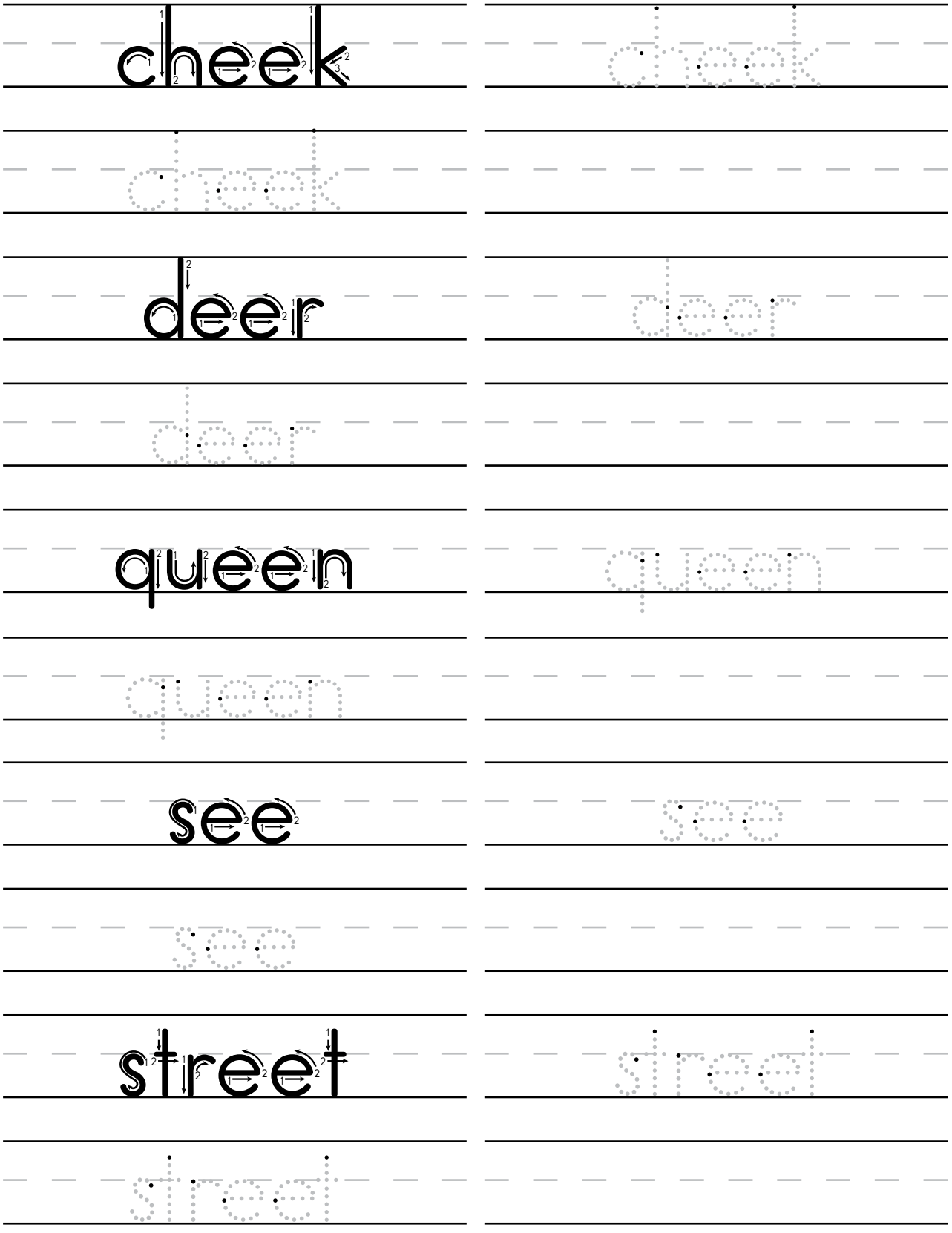
my	your	tell
bikes	cakes	sweet
rose	jokes	cubes
red	nine	bake

NAME: _____

DATE: _____

PP.3 **Activity Page**

Directions: Have students trace and copy the words. Students should say the sounds while writing the letters.



smile

smile

wipe

wipe

ripe

ripe

hive

hive

five

five

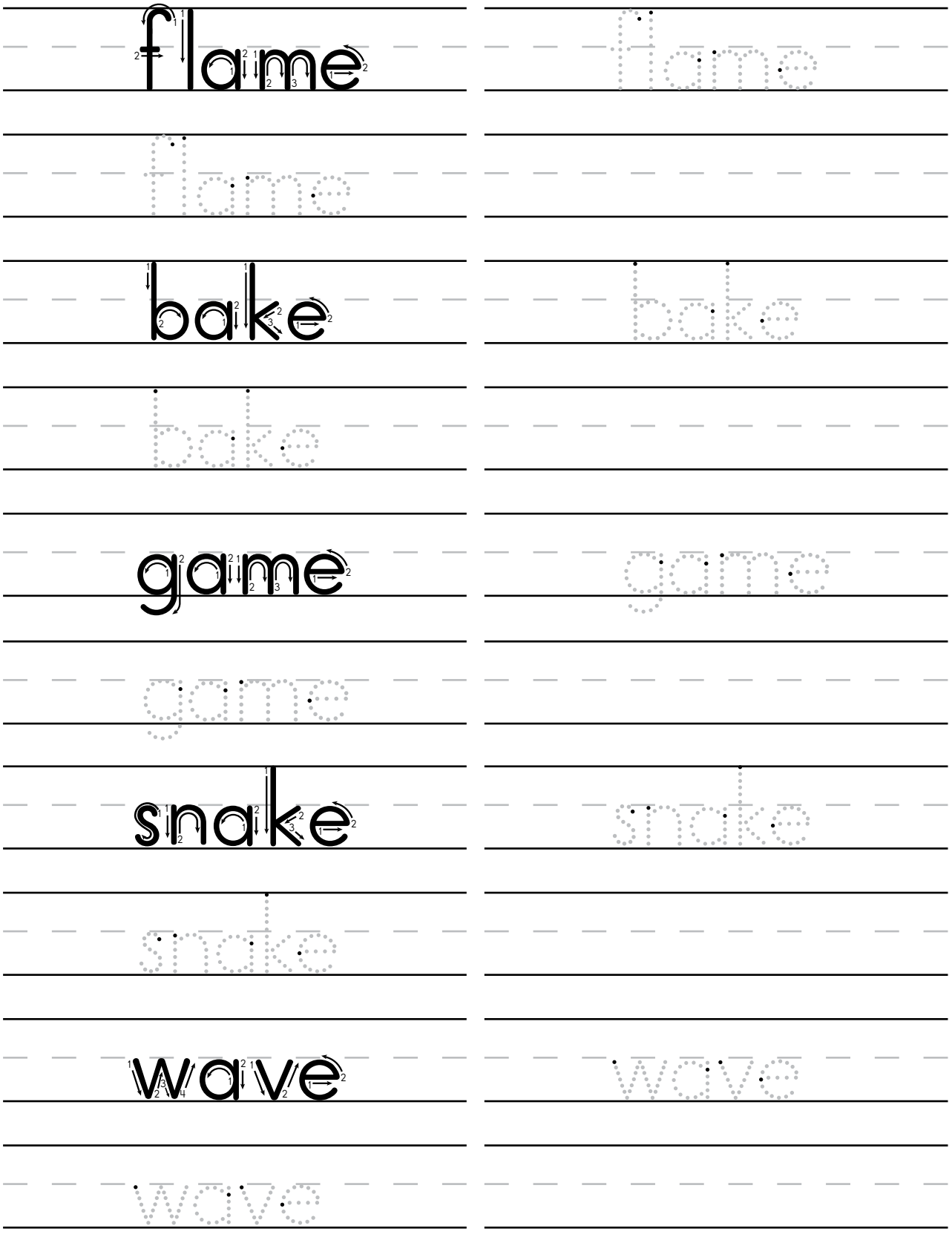
NAME: _____

DATE: _____

PP.4

Activity Page

Directions: Have students trace and copy the words. Students should say the sounds while writing the letters.



hole

hole

hole

smoke

smoke

smoke

nose

nose

nose

bone

bone

bone

stone

stone

stone

NAME: _____

DATE: _____

PP.5

Activity Page

Directions: Have students trace and copy the words. Students should say the sounds while writing the letters.

use use

fuse fuse

cute cute

mule mute

cube cube

close

close

close

creek

creek

creek

creak

creak

creak

spine

spine

spine

take

take

take

rope

rope

rope

NAME: _____

DATE: _____

PP.6 **Activity Page**

Print the names of the things on the lines.

tree	three

3

_____

_ _ _ _ _ _ _ _ _ _

_____

feet	beet

_____

_ _ _ _ _ _ _ _ _ _

_____

five	six

5

_____

_ _ _ _ _ _ _ _ _ _

_____

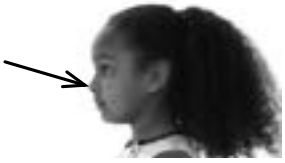
rake	make

_____

_ _ _ _ _ _ _ _ _ _

_____

note	nose



_____

_ _ _ _ _ _ _ _ _ _

_____

teeth	tent

_____

_ _ _ _ _ _ _ _ _ _

_____

Print the names of the things on the lines.

rope plate

wave weed

pine nine

9

sheep pig

cane cake

bones stones

NAME: _____

DATE: _____

PP.7 **Activity Page**

Print the names of the things on the lines.

tree	bee

Kate	gate

bike	pike

dimes	limes

tones	bones

cute	cube

Print the names of the things on the lines.

hope rope

seeds weeds

pine pin

feet fate

cake rake

rate rat

NAME: _____

DATE: _____

PP.8 **Activity Page**

Print the names of the things on the lines.

hat	hate

glob	globe

ten	teen

10

cop	cope

plan	plane

fin	fine

Print the names of the things on the lines.

mop	mope

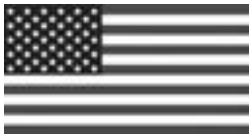
bet	beet

rat	rate

twin	twine

rob	robe

strips	stripes



NAME: _____

DATE: _____

PP.9 **Activity Page**

Directions: Have students circle the words that are said and then copy them on the lines.

1.	bike	bake	
2.	cute	cube	
3.	fit	feet	
4.	rode	ride	
5.	like	lake	
6.	rope	robe	
7.	queen	quite	
8.	mute	mule	
9.	pile	pale	
10.	mane	mine	

NAME: _____

DATE: _____

1. m _____ k _____

2. t _____ k _____

3. t _____ m _____

4. t _____ m _____

5. d _____ m _____

6. d _____ m _____

7. d _____ z _____

8. d _____ z _____

Fill in the gaps.

1. c _____ b _____

2. c _____ t _____

3. m _____ t _____

4. m _____ l _____

5. m _____ l _____

6. p _____ l _____

7. p _____ l _____

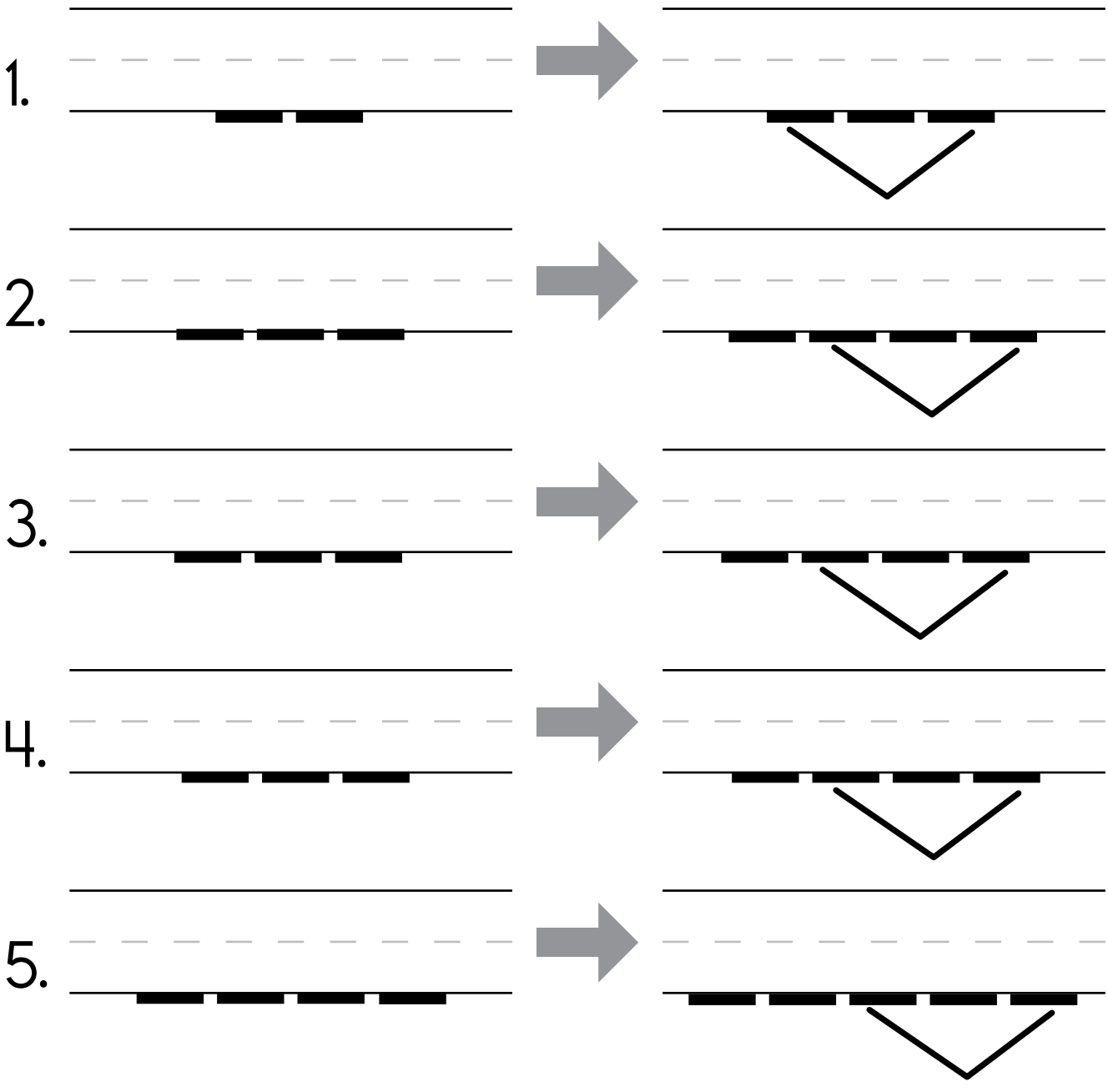
8. p _____ l _____

NAME: _____

DATE: _____

PP.11 **Activity Page**

Print the words that are said on the lines.



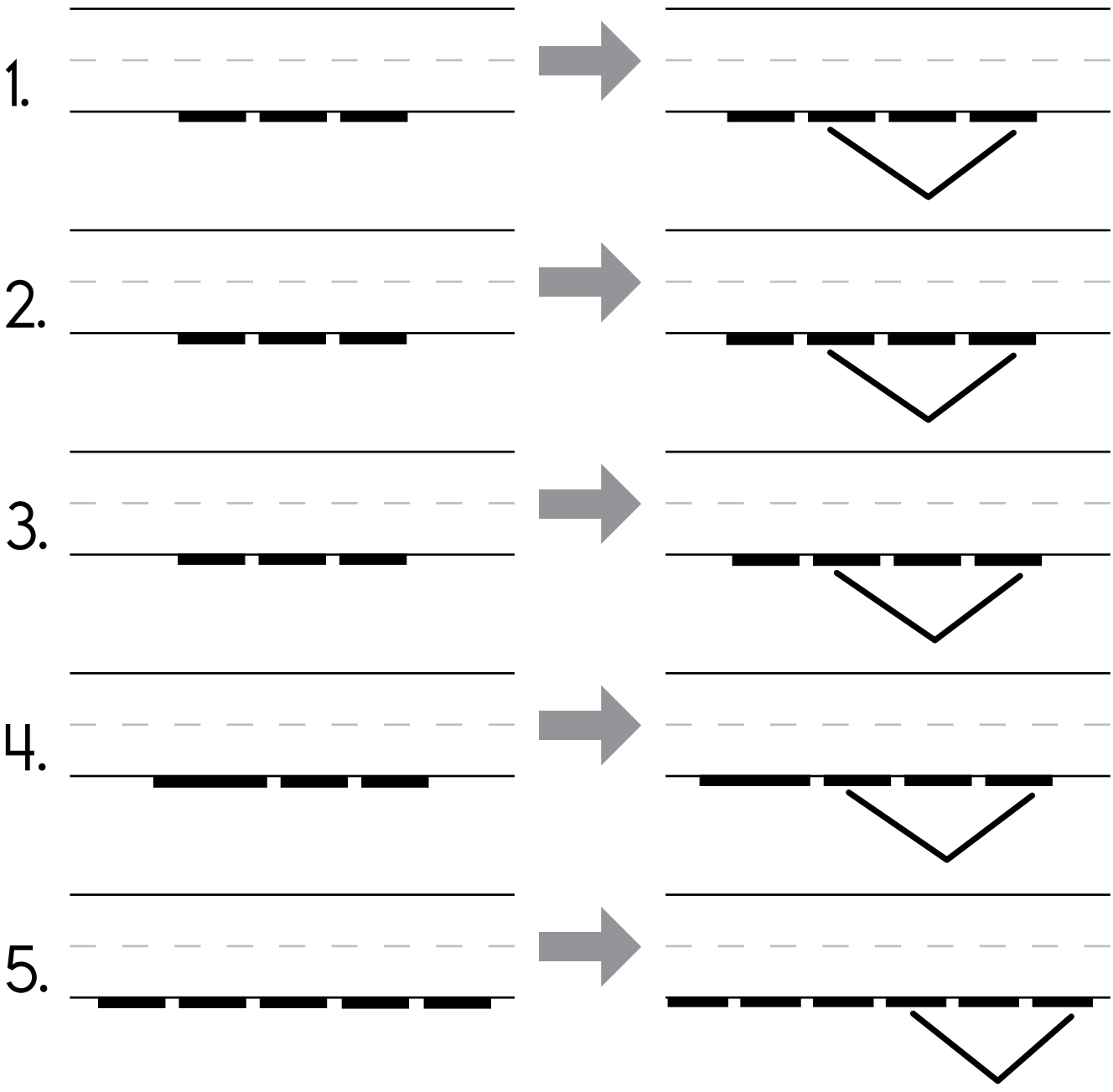
NAME: _____

DATE: _____

PP.12

Activity Page

Print the words that are said on the lines.



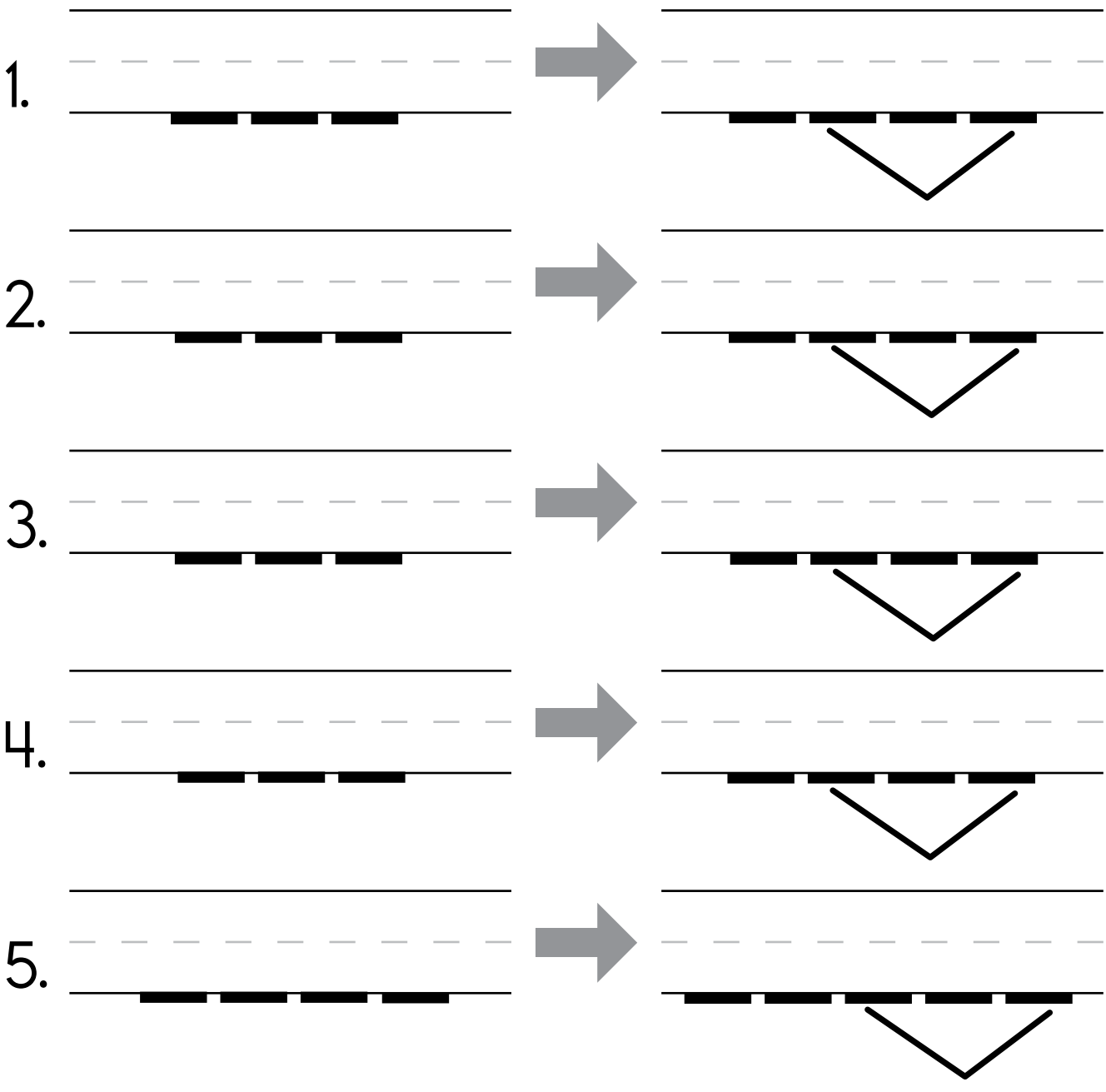
NAME: _____

DATE: _____

PP.13

Activity Page

Print the words that are said on the line.



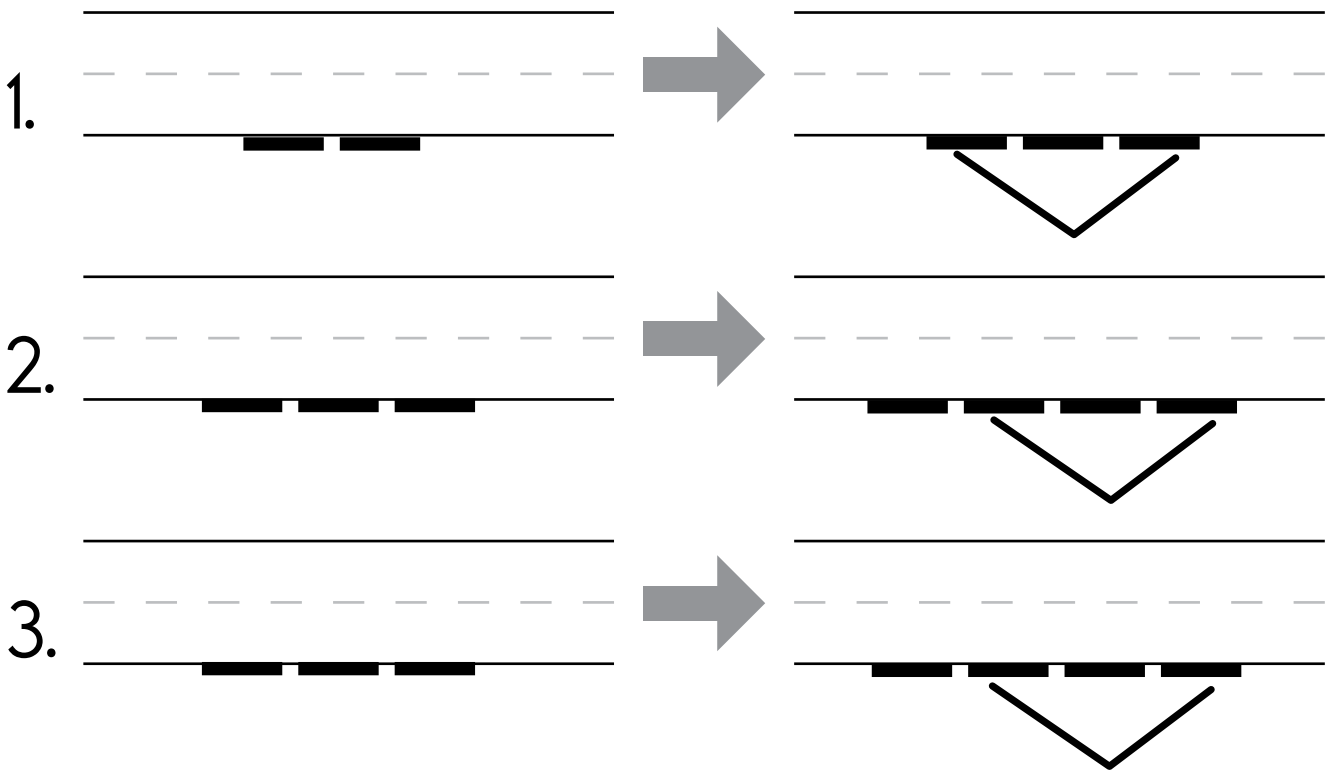
NAME: _____

DATE: _____

PP.14

Activity Page

Print the words that are said on the line.



NAME: _____

DATE: _____

PP.15

Activity Page

In the box are the names of the things. Print the names on the lines.

~~stone~~	tape
plane	cone
feet	sheep

stone

In the box are the names of the things. Print the names on the lines.

bee	~~nine~~
bones	five
nose	queen

9

nine

5

NAME: _____

DATE: _____

PP.16

Activity Page

Print the words on the lines.

1. cake

2. bike

3. bee

4. cube

5. pine

Print the words on the **lines**.

6. s**ee**ds

7. c**a**n**e**

8. m**u**l**e**

9. gl**o**b**e**

10. f**ee**t

NAME: _____

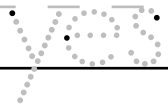
DATE: _____

PP.17

Activity Page

Directions: Have students answer the question by writing yes or no on the line.

1. Is a pup c**ute**?



2. Can b**ee**s sting?

3. Do you lik**e** gr**a**p**e**s?

4. Can you b**a**k**e** a c**a**k**e**?

5. Do you have a bik**e**?

6. Do dogs lik**e** b**o**n**e**s?

7. Can a chimp sing?

8. Is f**i**r**e** wet?

NAME: _____

DATE: _____

PP.18

Activity Page

Directions: Have students answer the question by writing yes or no on the line.

1. Do kings have robes? yes
2. Are limes sweet?
3. Is King a black snake?
4. Do you like milk?
5. Do moles sleep in trees?
6. Do you have a nose?
7. Can a dog quack like a duck?
8. Do snakes have scales?

NAME: _____

DATE: _____

PP.19

Activity Page

Directions: Have students write the words with the /i/ sound under the bit *header and the words with the /ie/ sound under the* bite *header.*

kit	dim	fin	kite
quit	stripe	strip	quite
dime	fine		

/i/ as in bit

/ie/ as in bite

NAME: _____

DATE: _____

PP.20

Activity Page

Directions: Have students write the words with the /a/ sound under the mad *header and the words with the /ae/ sound under the* made *header.*

can	glade	fate	tape
cane	pan	glad	fat
pane	tap		

/a/ as in mad

/ae/ as in made

NAME: _____

DATE: _____

PP.21 **Activity Page**

Directions: Have students write the words with the /o/ sound under the mop *header and the words with the /oe/ sound under the* mope *header.*

rob	r**o**b**e**	h**o**p**e**	c**o**p**e**
gl**o**b**e**	glob	sl**o**p**e**	hop
slop	cop		

/o/ as in m<u>o</u>p

/oe/ as in m<u>o</u>p<u>e</u>

NAME: _____

DATE: _____

PP.22

Activity Page

Directions: Have students write the words with the /u/ sound under the cut *header and the words with the /ue/ sound under the* cute *header.*

cub	**u**se	cut	c**ute**
us	f**u**se	m**ute**	mutt
fuss	c**ube**		

/u/ as in cut

/ue/ as in cute

NAME: _____

DATE: _____

PP.23 **Activity Page**

Directions: Have students draw a line from each picture to its matching phrase.

deer gaze

a cute pup

drive a truck

a pile of stones

Directions: Have students draw a line from each picture to its matching phrase.

a b**ee** h**i**v**e**

a m**u**l**e** with packs

a cl**o**s**e**d g**a**t**e**

two d**i**m**e**s

NAME: _____

DATE: _____

PP.24 **Activity Page**

Directions: Have students draw a line from each picture to its matching phrase.

three cubes

a pine tree

smile at me

a bunch of grapes

Directions: Have students draw a line from each picture to its matching phrase.

p**la**t**e** and cup

thr**ee** c**u**b**e**s

m**o**l**e** in h**o**l**e**

a long str**i**d**e**

NAME: _____

DATE: _____

Fill in the lines with the words from the box.

feed	name	tire
robe	use	greet

1. a bike _____

2. _____ the pigs _____

3. _____ a pal _____

4. print your _____

5. a plush red _____

6. _____ it up

NAME: _____

DATE: _____

Fill in the lines with the words from the box.

gate	eels	maze
stones	prize	cute

1. shut the _____
2. win a _____ in math
3. _____ in a reef
4. lost in a _____
5. skip _____ on a lake
6. pet a _____ cat

NAME: _____

DATE: _____

PP.27

Activity Page

Print the words that are said on the lines.

1. She has green _____.

2. Who likes _____?

3. I rode my _____.

4. Grab the _____!

5. Jane skips _____.

6. He rides a _____.

7. Mike was stung by a _____.

8. Nate can bring some _____.

NAME: _____

DATE: _____

PP.28

Activity Page

Fill in the lines with the words from the box.

meet	skates	be
feels	vote	bride

1. She _____ fine.

2. Let's _____ on it!

3. When did you _____ him?

4. Where are your _____ ?

5. _____ quick!

6. Kate will be a _____ next week.

NAME: _____

DATE: _____

PP.29

Activity Page

Fill in the lines with the words from the box.

use	home	seen
life	spade	froze

1. We wish you a long _____!
2. To dig a hole they will need a _____.
3. There is no one at _____.
4. Have you _____ my bike?
5. He _____ in his tracks.
6. _____ your words!

NAME: _____

DATE: _____

PP.30

Activity Page

Directions: Have students cut out the word cards. Have students create sentences with the words and write them on a piece of paper. Remind students that sentences start with an uppercase letter and end with a period, question mark, or exclamation point.

?	.	!
Did	When	Who
in	you	they
r**o**d**e**	s**ee**	r**i**d**e**
did	the	**u**s**e**
Get	pl**a**n**e**	m**u**l**e**

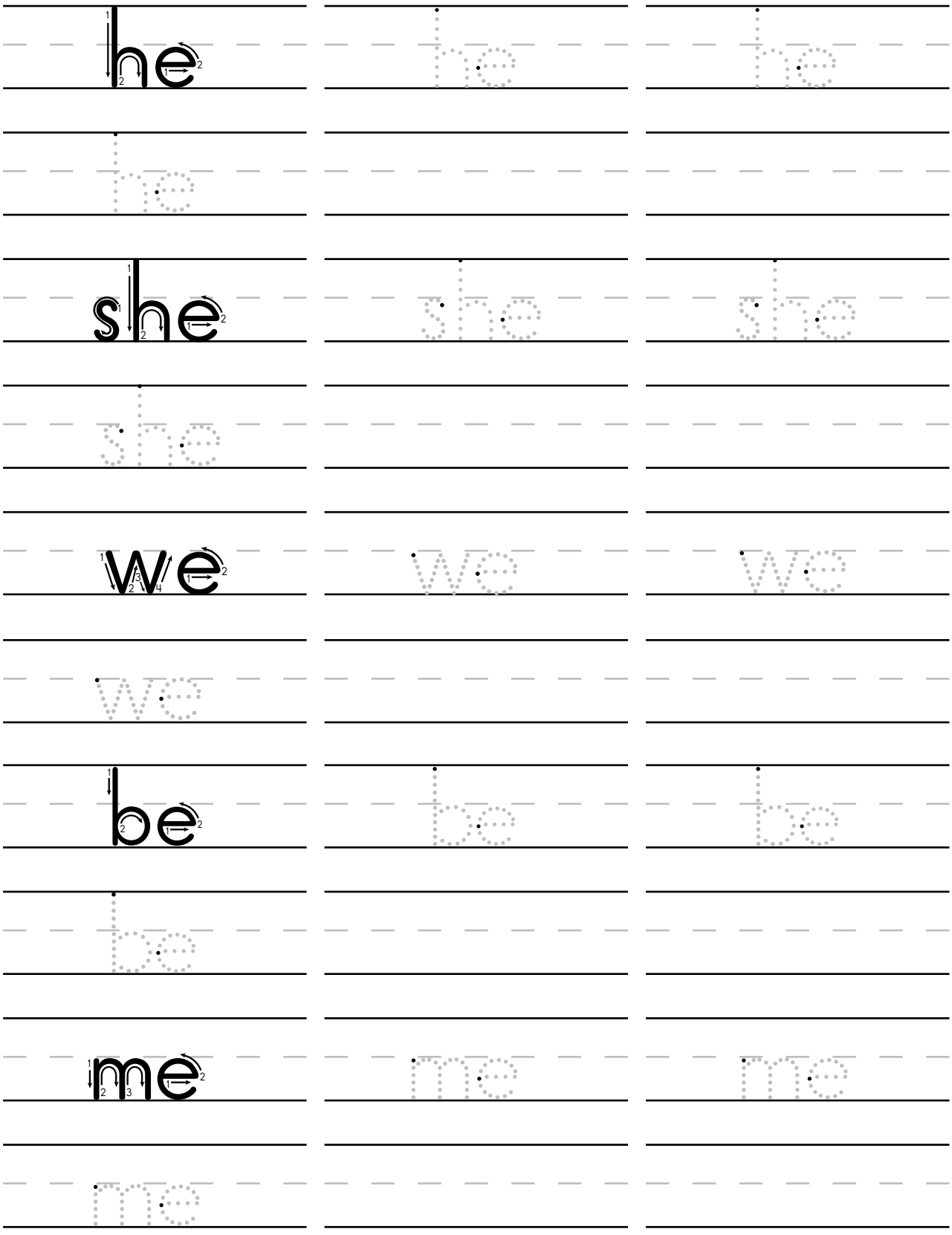
NAME: _____

DATE: _____

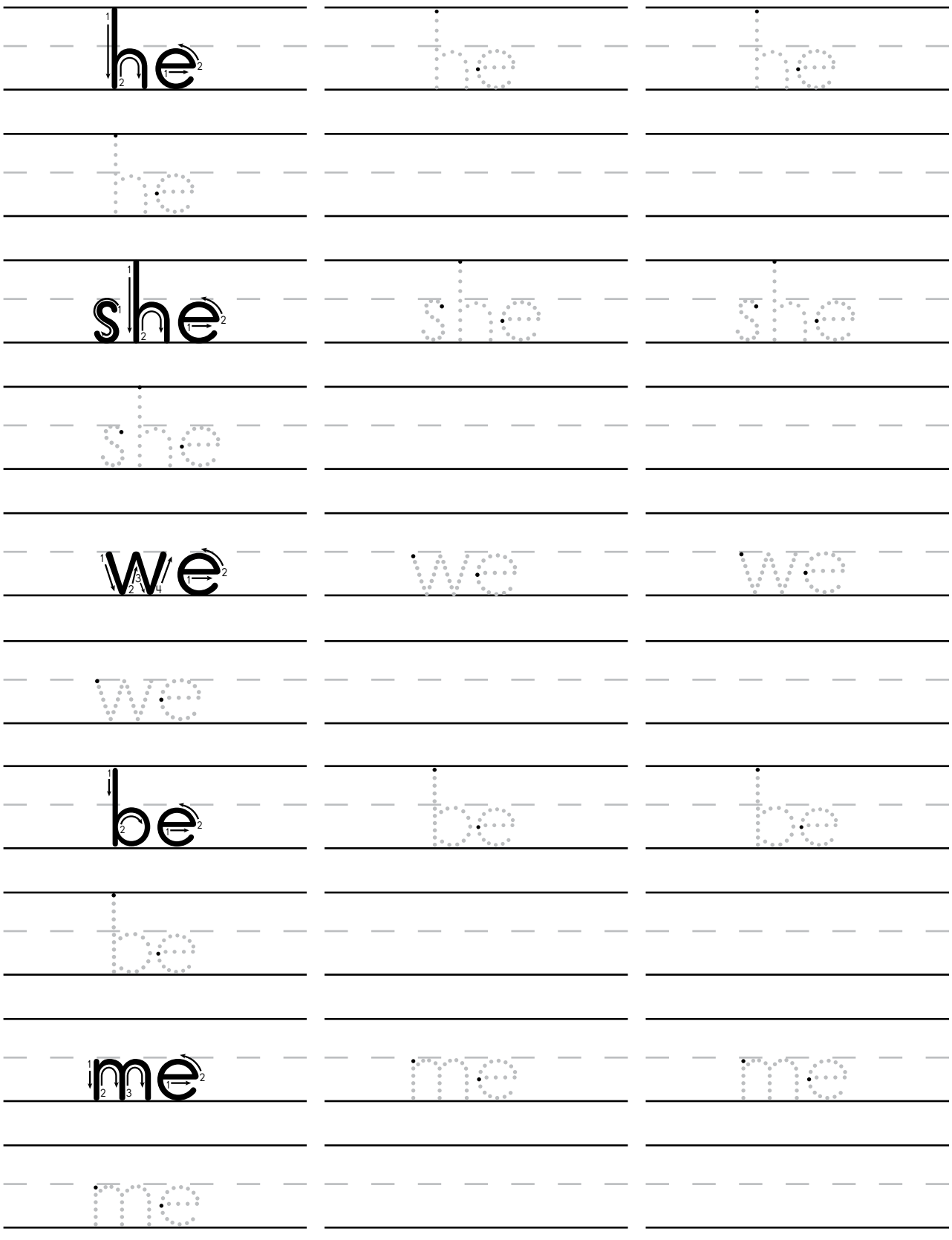
PP.31

Activity Page

Directions: Have students trace and copy the words.



Directions: Have students trace and copy the words.



NAME: _____

DATE: _____

PP.32

Activity Page

Directions: Have students trace and copy the words.

they they they

their their their

you you you

your your your

my my my

by by by

Directions: Have students trace and copy the words.

they they they

their their their

you you you

your your your

my my my

by by by

NAME: _____

DATE: _____

PP.33

Activity Page

Directions: Have students copy the word onto the left side of the paper, fold it in half, and then write the word from memory on the right side of the paper.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

NAME: _____

DATE: _____

PP.34

Activity Page

Fill in the lines with the words from the box.

we	you	he
your	no	some

1. Is this _____ home?
   _____
2. _____ tells jokes all the time.
   _____
3. There were _____ stripes on the flag.
   _____
4. Did _____ make the fire?
   _____
5. Can we plant _____ of the seeds?
   _____
6. _____ will share my lunch.

NAME: _____

DATE: _____

PP.35

Take -Home

Dear Family Member,

This is a story your student has probably read at least once, possibly several times, at school. Encourage your student to read the story to you and then talk about it together. Note that tricky parts in Tricky Words are underlined.

King

Jen yells, "Gran, there is a man here with a big cr**ate**."

Gran says, "It must be King!"

"Who?" asks Jen.

"The pet I got on my trip," says Gran.

"But what is this King?" asks Josh.

Gran t**a**k**e**s the lid off the cr**a**t**e** and lifts up a long, black sn**a**k**e**.

“Sw**ee**t!” says Josh. “King is a sn**a**k**e**!”

“**Ee**k!” Jen yells. “I am sc**a**r**e**d of sn**a**k**e**s!”

Gran says, “King is a s**a**f**e** sn**a**k**e**. There are sn**a**k**e**s that can kill us, but King is not one of them. This is a sn**a**k**e** we can pet.”

NAME: _____

DATE: _____

PP.36

Take -Home

Dear Family Member,

This is a story your student has probably read at least once, possibly several times, at school. Encourage your student to read the story to you and then talk about it together. Note that tricky parts in Tricky Words are underlined.

Saved by the Bells

Josh, Jen, and Gran hik**e** off to the camp s**ite** with Sam the m**ule**.

"I will m**ee**t you there!" Tex yells.

When they get to the camp s**ite**, Josh hangs Sam's r**o**p**e** on a tr**ee**.

The camp s**ite** is cl**o**s**e** to a c**a**v**e**. Gran and the kids p**ee**k in the c**a**v**e**.

Drip. Drip. The c**a**v**e** is damp and dim. No sun sh**i**n**e**s in the c**a**v**e**.

Josh, Jen, and Gran hike deep in the cave. They get lost. They are a bit scared, but just then Sam's bells ring.

Sam's bells help them get back to the camp site.

When they get back, Jen hugs the mule and says, "Sam, you and your bells saved us!"

NAME: _____

DATE: _____

Splash Dogs

Directions: Have students reread the story and answer the questions.

1. Why did they take Buck and Pup to the lake?

2. What trick can Buck do?

3. What did Pup bring back?

○ the stick and a fish

○ a fish

○ the stick

Directions: In the box, have students illustrate a part of the story and write a caption below.

NAME: _____

DATE: _____

Directions: In line 5, have students mark the noun(s) that name a place. In line 6, have students mark the noun(s) that name a thing. In line 7, have students mark the proper noun(s) that name a person.

Tex and Rex

1. Tex is mad at Josh and Jen. ○ yes ○ no
2. Josh and Jen are twins. ○ yes ○ no
3. Rex and Tex are twins. ○ yes ○ no
4. Rex is the man with the black hat. ○ yes ○ no

5.	Rex	cr**ee**k	trip	w**a**v**e**
6.	pup	r**o**p**e**	shed	Jill
7.	snake	Gran	Rex	cap

Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.

Gran's Mud Run

Directions: Have students reread the story and answer the questions.

1. What did Gran dr**i**v**e** in the Mud Run?
   - ○ a green truck
   - ○ a black truck
   - ○ a red truck

2. There were f**i**v**e** trucks in the Mud Run.
   - ○ yes
   - ○ no

3. Rex, Tex, Josh, and Jen were at the track.
   - ○ yes
   - ○ no

4. Gran did not win the Mud Run.
   - ○ yes
   - ○ no

5. Who got stuck in d**ee**p mud?

6. What pri**z**e did Gran get?

NAME: _____

DATE: _____

Activity Page

Gran's Trip Home

Directions: Have students reread the story and answer the questions.

1. Who will take Josh and Jen back?

2. What will Gran use to get to Three Mile Gulch?

3. What will Gran **use** to cross Thr**ee** M**ile** Gulch?

4. Will Gran r**ide** a b**ike** to P**ine** Hill?

5. When will Gran s**ee** Josh and Jen?

NAME: _____

DATE: _____

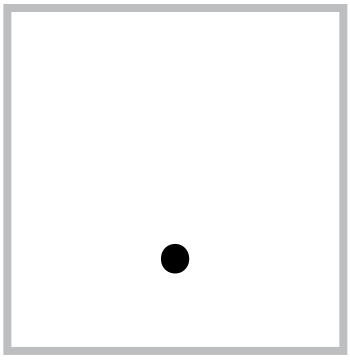
Directions: Have students write the proper nouns that name specific people under the picture of George Washington and the common nouns that name a person under the picture of the girl.

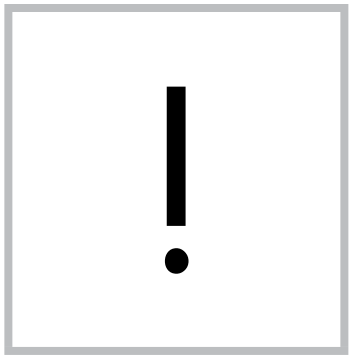
Tex	kid
twin	Rex
Gran	man
cop	Josh

NAME: _____

DATE: _____

Directions: Have students read the sentences and add a period, question mark, or exclamation point at the end of each sentence.





1. Can you lend me your bike _____
2. Take all five pens _____
3. I like to stroke my cat's back _____
4. Do you feel well _____
5. Do not jump in the creek _____
6. My name is Kate _____

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Grade 1 | **Skills 2** | Activity Book

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ENGLISH

Grade 1

Skills 2 | Reader

Gran

Grade 1 | Skills 2

Gran

Reader

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Gran's Trips

"When will Gran get here?" Josh asks.

Jen shrugs.

Just then, Josh and Jen s**ee** a cab on the str**ee**t.

"Gran is here!" Jen yells.

When Gran steps from the cab, Josh and Jen run up to get a hug.

“Was the trip fun?” Josh asks.

“Which one?” Gran asks. “I went on thr**ee** trips!”

“Where to?” asks Josh.

“One was to the Swiss Alps,” says Gran. “In the Alps, there were st**ee**p cliffs. I went up to the top of one cliff, but it was slick. I fell and had to cling to the rocks!”

“No!” says Jen.

“Yes!” says Gran. “Here is a snap shot.”

"What was the next trip?" Josh asks.

"I went to Hong Kong," says Gran.

"What is in Hong Kong?"

"Lots of stuff," says Gran. "Hong Kong has lots of ships and big lamps."

"No!" says Josh.

"Yes!" says Gran. "Here is a snap shot."

“What was the last trip?” asks Jen.

“I went to the gulf to swim with the **ee**ls and f**ee**d the fish,” says Gran.

“No!” says Jen.

“Yes!” says Gran. “Here is a snap shot.”

“Which trip was the best?” Josh asks.

“This one!” Gran says. “The one where I get to s**ee** Josh and Jen!”

The Pet

Gran says, "When I was on my trip, I got a pet."

"What can it be?" asks Jen. "Is it a fish?"

"No," says Gran.

"Is it a dog?" asks Josh.

"No," says Gran.

“Is this pet big?” asks Josh.

“Well,” says Gran, “he is not big, but he is long.”

“Has he got t**ee**th?” asks Josh.

“He has fangs!” says Gran.

“What are fangs?” asks Jen.

Just then, the bell rings.

Gran says, “That must be him!”

King

Jen yells, “Gran, there is a man here with a big cr**a**t**e**.”

Gran says, “It must be King!”

“Who?” asks Jen.

“The pet I got on my trip,” says Gran.

“But what is this King?” asks Josh.

CAUTION

Gran t**a**k**e**s the lid off the cr**a**t**e** and lifts up a long, black sn**a**k**e**.

"Sw**ee**t!" says Josh. "King is a sn**a**k**e**!"

"**Ee**k!" Jen yells. "I am sc**a**r**e**d of sn**a**k**e**s!"

Gran says, "King is a s**a**f**e** sn**a**k**e**. There are sn**a**k**e**s that can kill us, but King is not one of them. This is a sn**a**k**e** we can pet."

Where Is King?

"Help!" Gran yells.

"What is it?" says Jen.

"King is not in his cr**a**t**e**!" says Gran. "Where is he?"

Jen checks the pots and pans.

"He is not in here!" she yells.
"Check in the den."

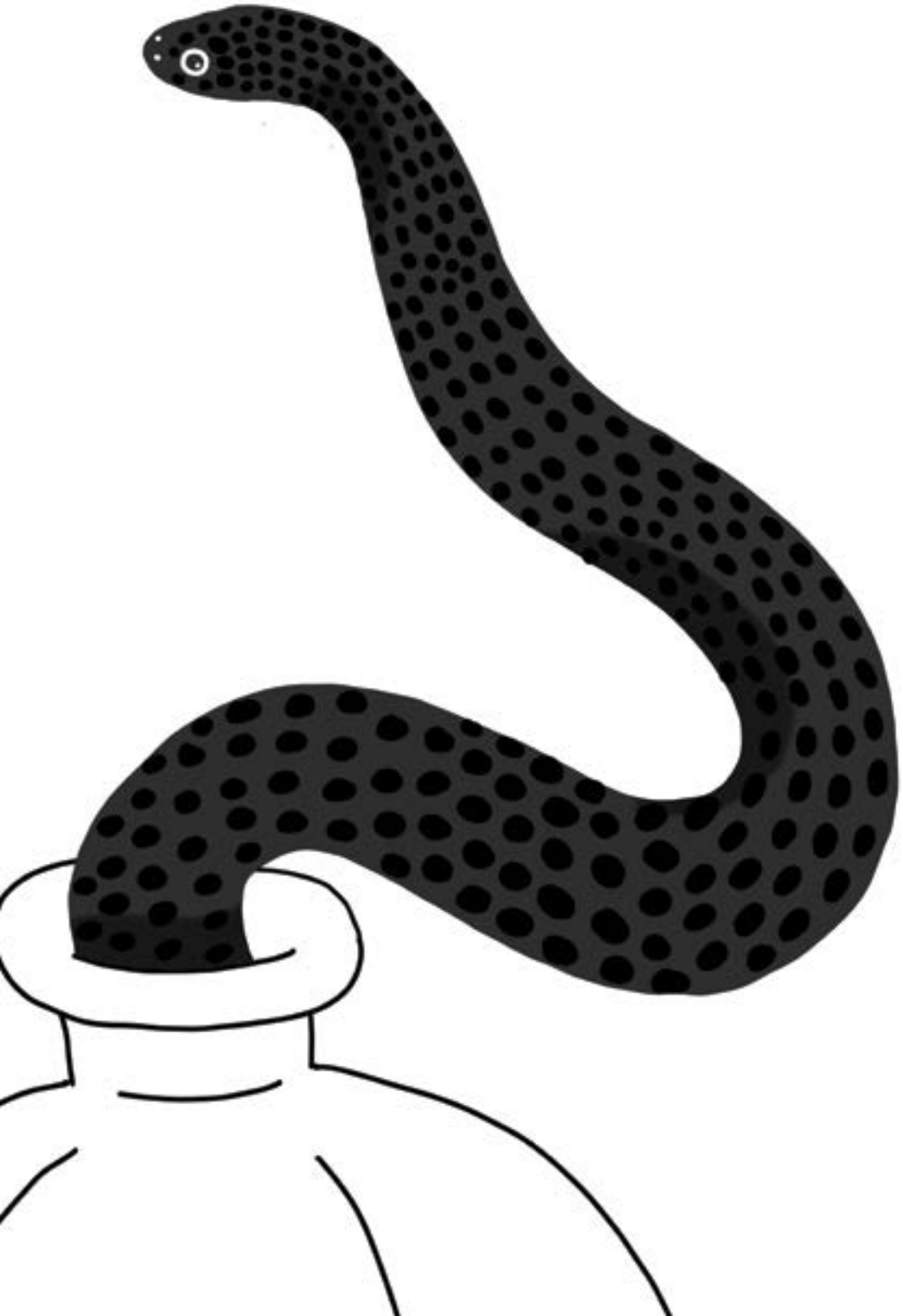
Josh checks the den.

"He is not in here," he yells. "I bet he went back to the pet shop!"

Just then, King p**ee**ks up from a big v**a**s**e**.

“There he is!” says Josh.

Gran runs to King and picks him up. She pets the sn**a**k**e**. She is glad to s**ee** him.



The Swim Meet

Josh and Jen l**ik**e to swim. They t**a**k**e** Gran to their swim m**ee**t.

Jen l**i**n**e**s up in l**a**n**e** f**i**v**e**.

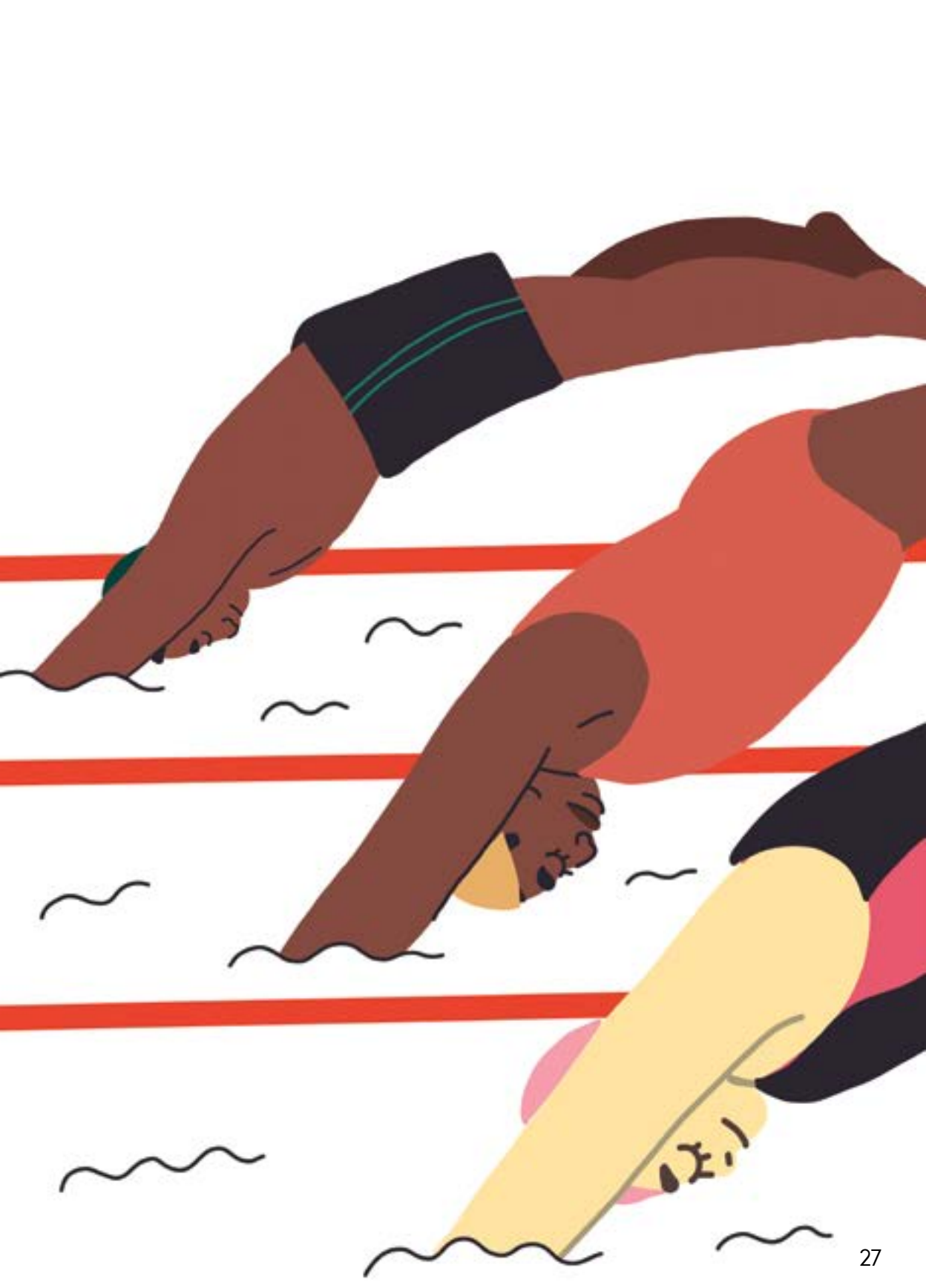
Josh l**i**n**e**s up in l**a**n**e** six.

The kids are up on the blocks.

Then there is a b**ee**p.

All the kids d**i**v**e** in. Splash!

“Swim!” yells Gran. “Swim fast!”



Josh and Jen swim as fast as they can. They swim and swim. In no time, they make it to the end.

"Did Josh win?" asks Gran. "Did Jen win?"

Josh and Jen wave and smile. They did not win, but they had a lot of fun!

At the Reef

Josh asks Gran what it was like when she went to the reef.

"Well," Gran says, "it was a lot of fun! I made a plan to meet my pal Mike. I had to ride my bike nine miles to the reef to meet Mike."

"That is a long ride!" says Jen.

"When I got there I went on a d**i**v**e** to s**ee** the fish and the **ee**ls."

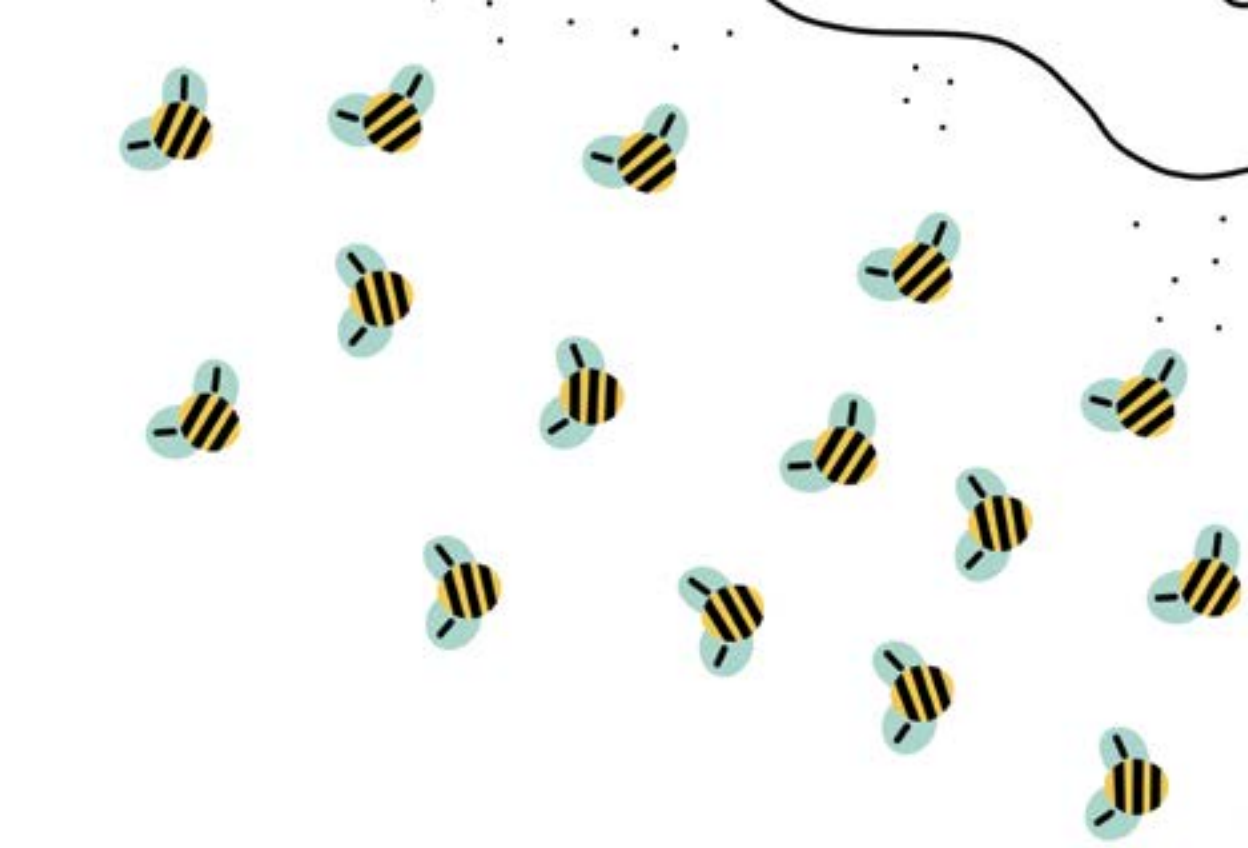
"With M**i**k**e**?" Josh asks.

"No," Gran says. "M**i**k**e** did not d**i**v**e** with me. He went to hang gl**i**d**e**."

"Did he l**i**k**e** it?" Jen asks.

"Not so much," Gran says with a sm**i**l**e**.

"Why not?" asks Josh. "It must be lots of fun to hang gl**i**d**e**."



"Did he crash?" asks Jen.

"No, no," says Gran, "but he did have a bad time. When it was time to land, he hit a hive of bees! He got stung ten times."

"Yikes!" says Jen.

The Bug Glass

"Gran," Jen says, "Josh is mad at me."

"Why is he mad?" Gran asks.

"I br**o**k**e** his bug glass."

"What is a bug glass?"

"A bug glass is something that lets him s**ee** bugs and ants up cl**o**s**e**."

Gran checks the bug glass.

"It is not so bad," she says. "We can fix it with some t**a**p**e**."

"Josh will still be mad," Jen says.

"We can m**a**k**e** him a snack," says Gran. "And we can m**a**k**e** the ants a snack, as well."

Gran hands Jen some chips and gr**a**p**e**s. "Here," she says, "Set th**o**s**e** on the big st**o**n**e** in back."

Gran yells, “Snack t**i**m**e**!”

Josh runs in and grabs a snack. Gran lets him munch on it. Then she says, “Jen, t**a**k**e** Josh to the st**o**n**e**.”

Jen grabs Josh by the hand and t**a**k**e**s him to the st**o**n**e**. He s**ee**s his bug glass. Then he s**ee**s a bunch of ants. He picks up the glass and st**a**r**e**s at the ants.

Josh sm**i**l**e**s. “The ants l**i**k**e** th**o**s**e** chips!” he says. He hands Jen the glass. “Here!” he says, “T**a**k**e** a p**ee**k!”

The Tape

"Gran," Jen asks, "what is that?"

"This is a t**a**p**e** deck," Gran says. "And in it is a t**a**p**e** with some songs sung by my gran."

On the t**a**p**e** Gran's gran sings a jazz song. At the end she sings "Pip! Pip! Ting a ling a ling!"

"I l**i**k**e** th**o**s**e** n**o**t**e**s she sings at the end!" says Jen.

"So do I!" says Gran.

“Gran,” says Jen, ”we can act lik**e** we are in the band and sing the song!”

“OK,” says Gran. “Run and get a dress. I will grab th**o**s**e** sh**a**d**e**s I lik**e**.”

Gran and Jen dress up. Then they sing the song. At the end they sing, “Pip, pip! Ting a ling a ling!”

Fuzz and Mel

The kids are in bed, but they can not sl**ee**p.

"Gran!" Josh yells.

Gran p**ee**ks in and asks, "What is it?"

"We can not sl**ee**p!" says Josh. "We can not sl**ee**p."

"Tell us a t**a**l**e**!" says Jen.

"OK," says Gran. "This is the t**a**l**e** of Fuzz and Mel."

Once there were two cats n**a**m**e**d Fuzz and Mel.

Fuzz was a c**u**t**e** cat who did his best to be s**a**f**e** at all t**i**m**e**s. Mel was a br**a**v**e** cat who had a fast pl**a**n**e**.

"Fuzz!" Mel said, "We can t**a**k**e** a r**i**d**e** in my pl**a**n**e**!"

"Um," Fuzz said, "well . . . the thing is . . . I l**i**k**e** to be s**a**f**e** . . . and I am not . . ."

"It is s**a**f**e**," Mel said. "Jump in!"

The pl**a**n**e** went up, up, up.

A duck c**a**m**e** up next to the pl**a**n**e**.

"What a swell duck!" said Fuzz. "And what a swell pl**a**n**e** r**i**d**e**! Why was I so sc**a**r**e**d of a pl**a**n**e** r**i**d**e**?"

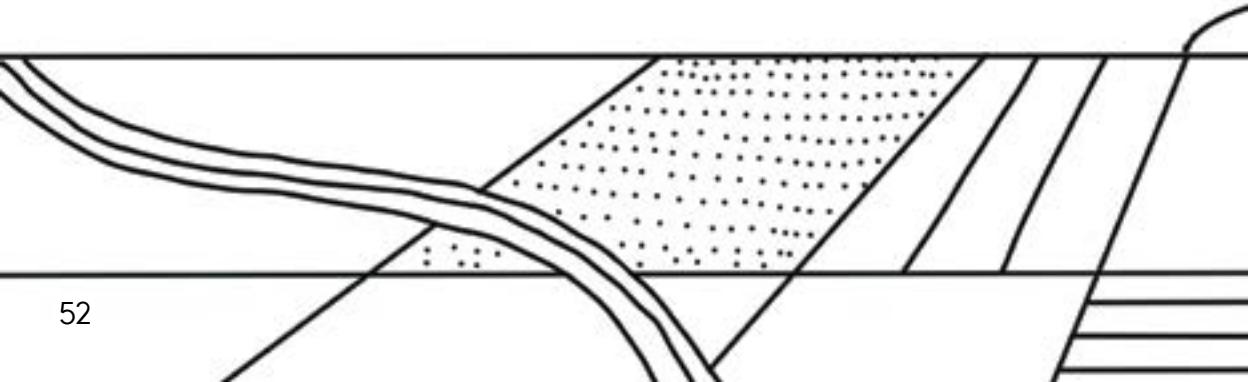
Just then, Mel m**a**d**e** the pl**a**n**e** zip fr<u>o</u>m s**i**d**e** to s**i**d**e**.

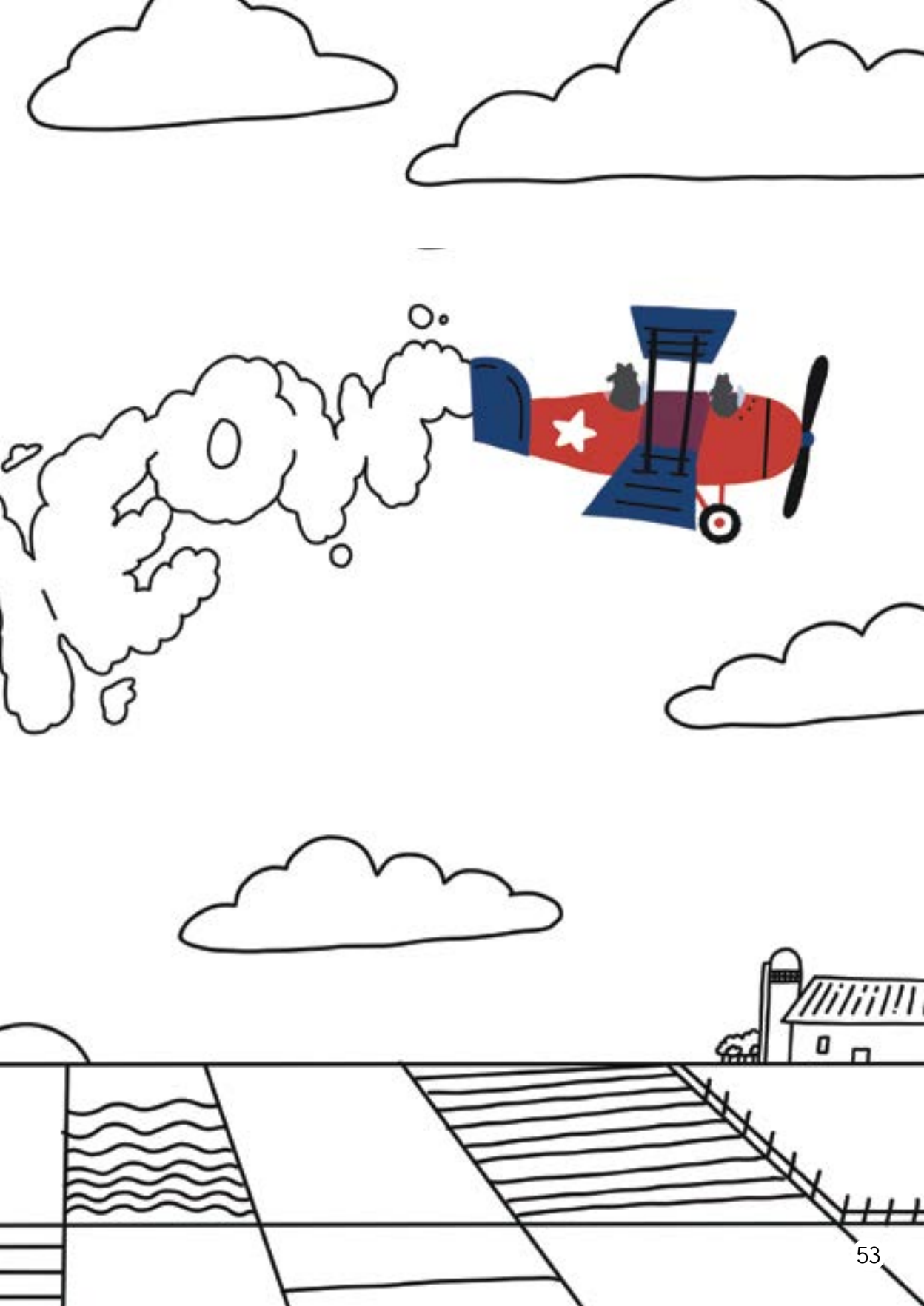
Fuzz did not l**i**k**e** that. It did not f**ee**l s**a**f**e** to him.

Then Mel m**a**d**e** the pl**a**n**e** d**i**v**e**.

"ZZZZZZZZZZZ!" went pl**a**n**e** as it d**o**v**e**.

"Stop!" said Fuzz, as he held on to the s**i**d**e** of the pl**a**n**e**. "Not s**a**f**e**! Not s**a**f**e**!"





Mel set the pl**a**n**e** back on the land.

Fuzz felt sick. He had the sh**a**k**e**s.

"Ug," he said. "That's the last t**i**m**e** I r**i**d**e** in a pl**a**n**e** with Mel."

The Sweet Shop

"Gran," Josh asks, "did you have a job when you were a kid?"

"I did," says Gran. "My dad had a sw**ee**t shop and I had a job in the shop."

"Did you get to m**a**k**e** sw**ee**ts?"

"Yes," says Gran. "I got to m**a**k**e** milk sh**a**k**e**s, c**a**k**e**s, and gum drops."

"Was it fun?" Josh asks.

"Some of it was fun," says Gran. "But it was not all fun and g**a**m**e**s. I had to sw**ee**p and pick up. And I had to w**i**p**e** off the c**a**k**e** c**a**s**e**."

"Can you still m**a**k**e** c**a**k**e**s?" asks Jen.

"You bet I can!" says Gran. "Do you want to m**a**k**e** one?"

King and Queen

"Gran," Josh says, "will you tell us a t**a**l**e**?"

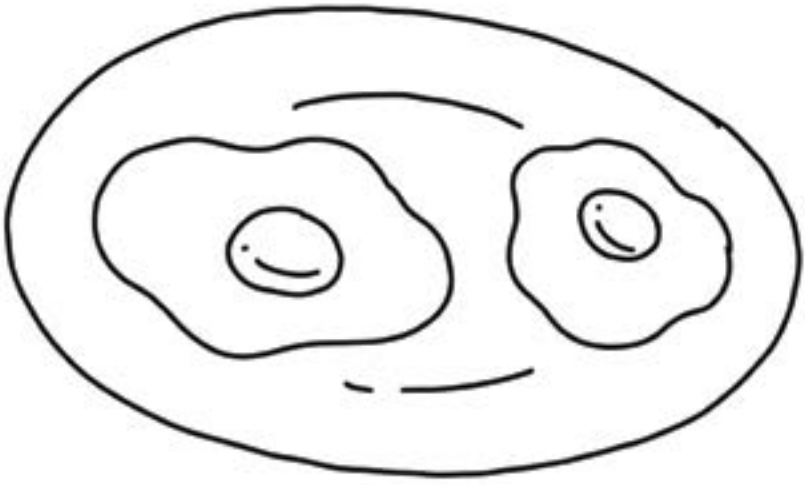
"Yes!" says Jen. "Tell the one where you had to sc**a**r**e** off the mad hog!"

"No!" says Josh. "Tell the one where you were on that ship in the wind and w**a**v**e**s!"

"I will tell you a t**a**l**e** I m**a**d**e** up," says Gran. "This is a t**a**l**e** of a king and his qu**ee**n."

Once there was a qu**ee**n who felt sad. All she did was sulk and m**o**p**e**.

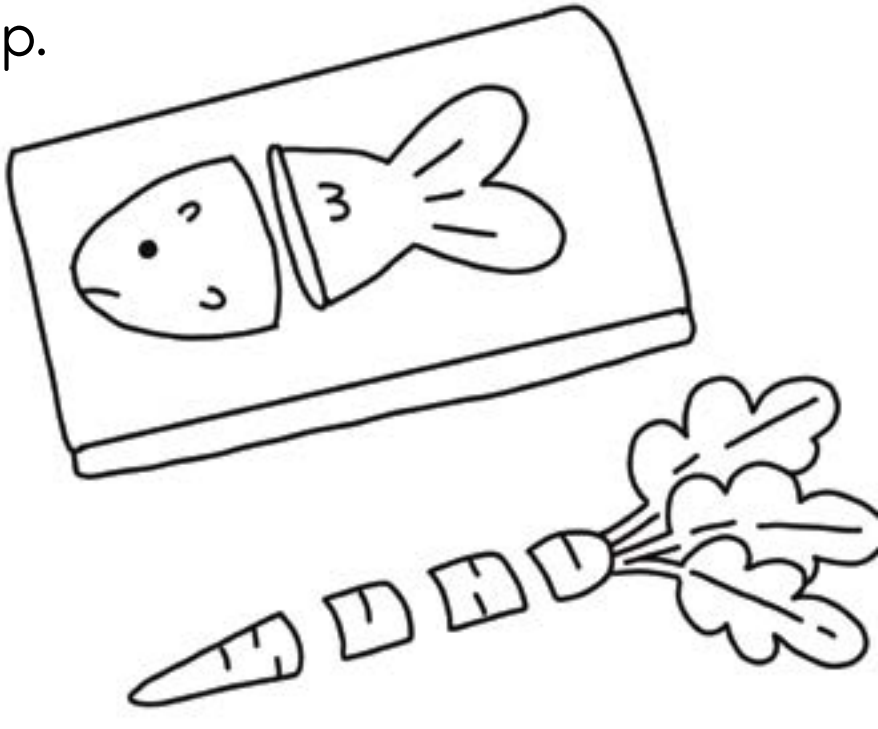
The king felt sad that his w**i**f**e** was so sad. He m**a**d**e** eggs to ch**ee**r up the qu**ee**n. But the qu**ee**n said the eggs had a bad smell.



The king m**a**d**e** a c**a**k**e**. But the qu**ee**n did not l**i**k**e** it.

The king m**a**d**e** gum drops. But the qu**ee**n did not l**i**k**e** them.

By this t**i**m**e**, the king was not sad. He was mad. He went back to the st**o**v**e** and m**a**d**e** a pot of gr**ee**n slop.



"There!" the king said. "This slop is not fit to f**ee**d to pigs! The qu**ee**n will h**a**t**e** it. But so what?"

The king p**i**l**e**d some slop on a pl**a**t**e**. Then he g**a**v**e** the pl**a**t**e** to the qu**ee**n.

The qu**ee**n had a b**i**t**e**.

"Mmmm!" she said. "This is the best!"

“Did she like the green slop?” Jen asks.

“Yep!” says Gran.

“That was an odd tale!” says Jen.

“Odd but fun!” says Josh.

Gran tucks the kids in. Then Josh and Jen drift off to sleep.

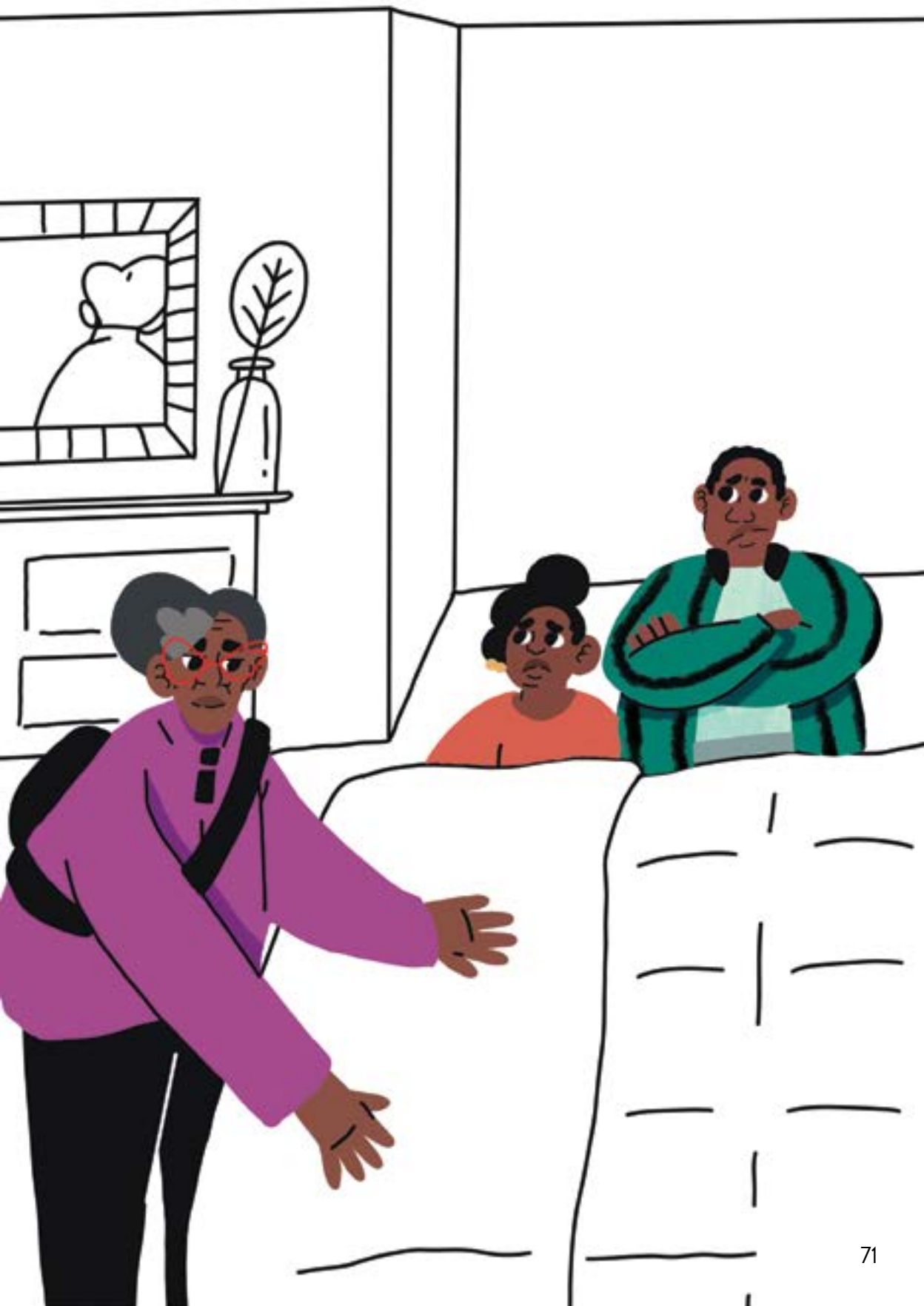
The Trip West

"I have made plans to take a trip," says Gran. "My pal Tex has a ranch in the West. It will be a lot of fun!"

Gran smiles, but Josh and Jen are sad.

"We will miss you!" says Jen.

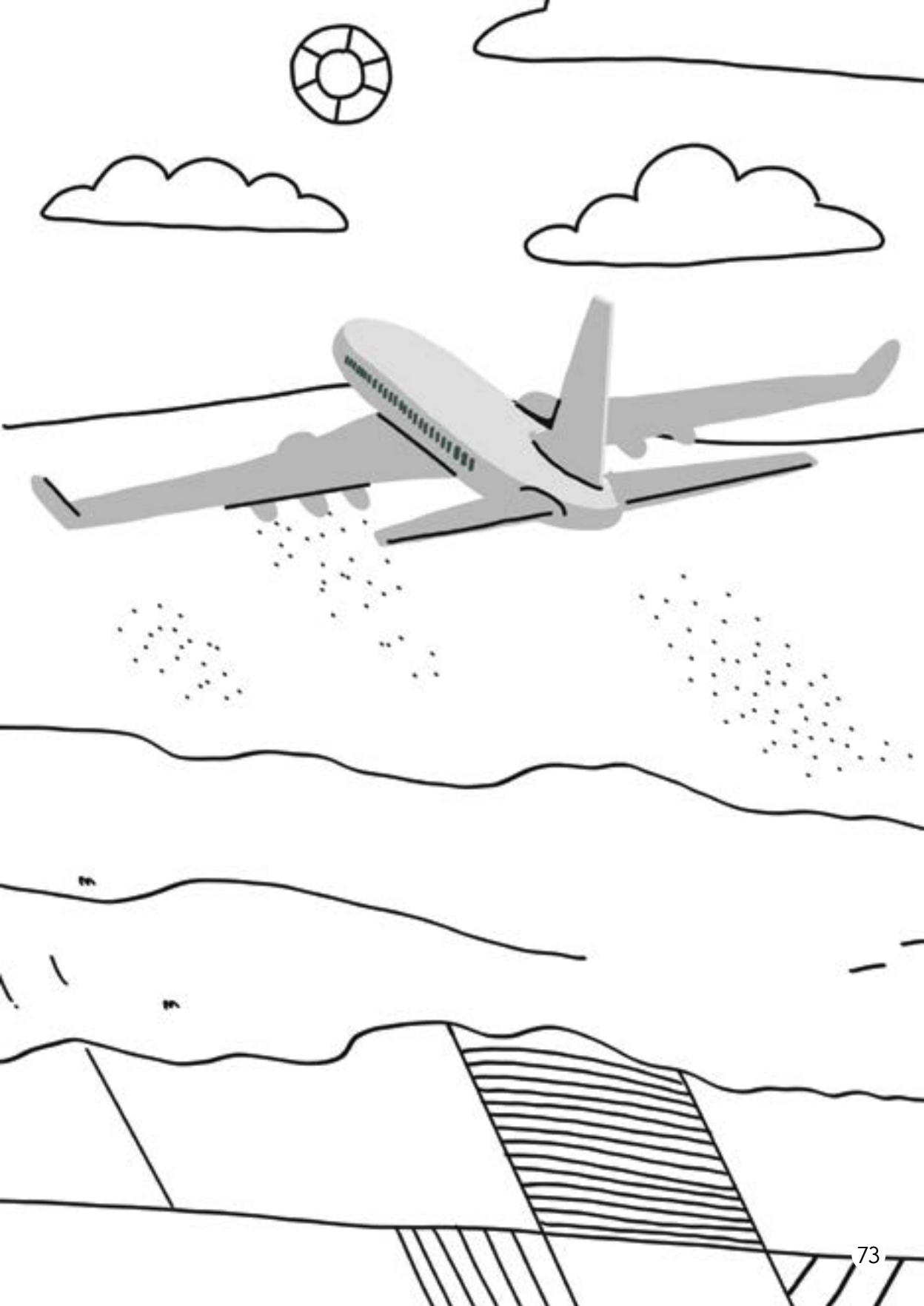
"What will we do here?" says Josh.



"Well," says Gran, "What if you kids c**a**m**e** on the trip with me? Your mom and dad said I can t**a**k**e** you with me."

"Yes!" the kids yell. "T**a**k**e** us with you! T**a**k**e** us with you!"

Josh and Jen pack their bags. They get in a cab with Gran. Then they get on a pl**a**n**e**.



"Will we be s**a**f**e** on this pl**a**n**e**?" Jen asks.

"Yes," says Gran. "This will be a s**a**f**e** pl**a**n**e** r**i**d**e**, not l**i**k**e** the one Fuzz had with Mel."

When the pl**a**n**e** lands, Gran rents a van and dr**i**v**e**s the kids to the ranch.

Tex is there to gr**ee**t them. He is a big man with a big hat. He sh**a**k**e**s hands with Josh and Jen. Then he hugs Gran.

At the ranch there is a m**ule** with packs on his back and bells on his neck.

"That is Sam," says Tex. "He has all the camp stuff in his pack."

"Will we get to camp?" asks Jen.

Tex nods. "Yup. He has your tent on his back!"

Josh and Jen run to Sam. They pet the m**ule**. Sam sh**a**k**e**s and his bells ring.

The kids sm**ile**.

Saved by the Bells

Josh, Jen, and Gran hik**e** off to the camp s**it**e with Sam the m**ul**e.

"I will m**ee**t you there!" Tex yells.

When they get to the camp s**it**e, Josh hangs Sam's r**o**p**e** on a tr**ee**.

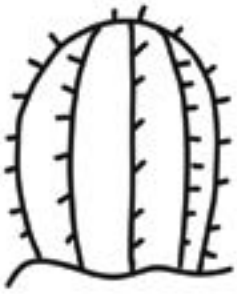
The camp s**it**e is cl**o**s**e** to a c**a**v**e**. Gran and the kids p**ee**k in the c**a**v**e**.

Drip. Drip. The c**a**v**e** is damp and dim. No sun sh**i**n**e**s in the c**a**v**e**.

Josh, Jen, and Gran h**i**k**e** d**ee**p in the c**a**v**e**. They get lost. They are a bit sc**a**r**e**d, but just then Sam's bells ring.

Sam's bells help them get back to the camp s**i**t**e**.

When they get back, Jen hugs the m**u**l**e** and says, "Sam, you and your bells s**a**v**e**d us!"



Splash Dogs

Tex t**a**k**e**s Gran and the kids to m**ee**t his dogs, Buck and Pup. Buck is a big black dog. Pup is just a pup.

"We can t**a**k**e** them to the l**a**k**e** so you can s**ee** their tricks," says Tex.

At the l**a**k**e**, Tex grabs a stick. "Here, Buck!" he yells.

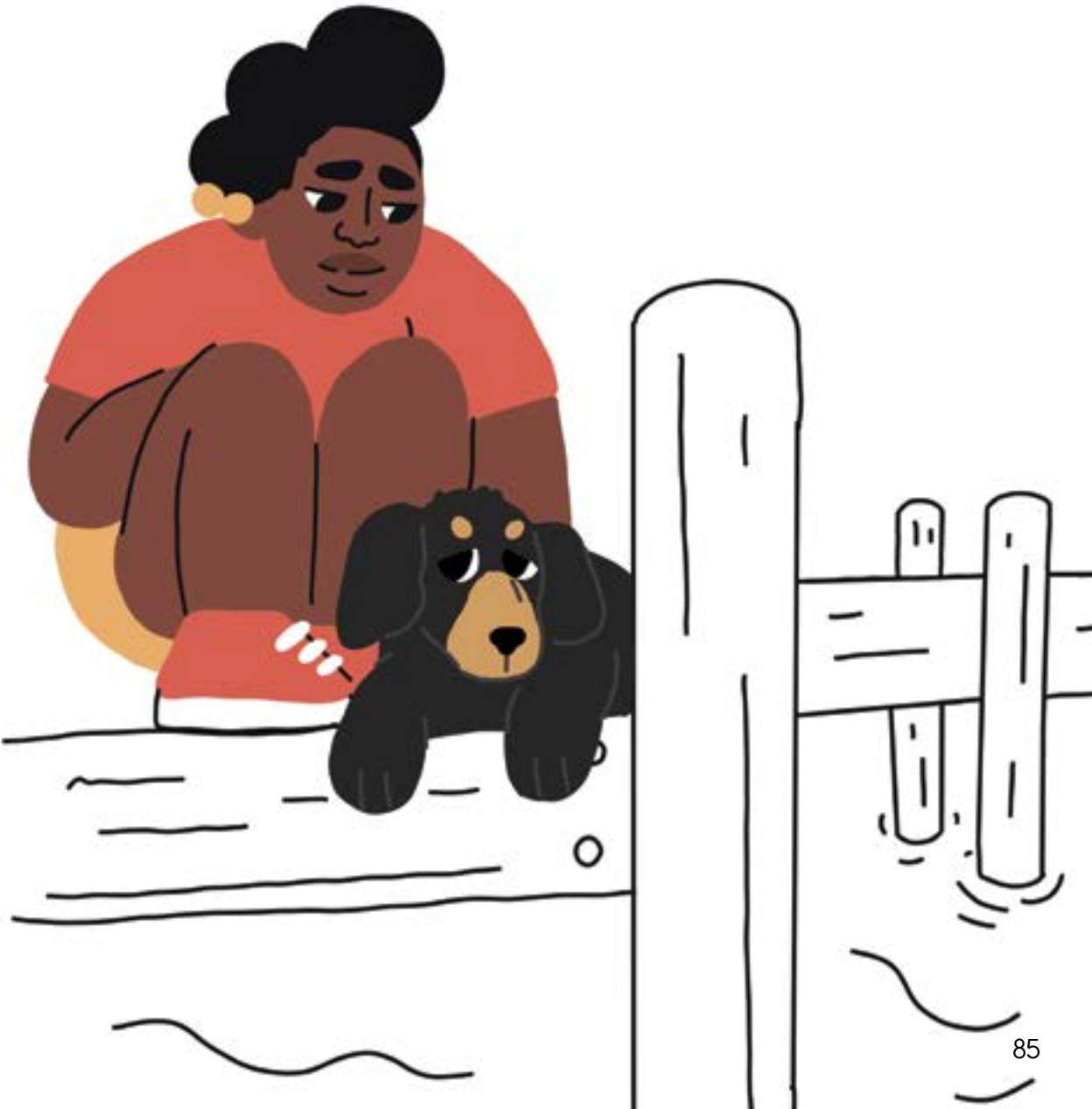
Tex chucks the stick in the l**a**k**e**. Buck runs to the end of the dock and jumps. Splash! Buck swims to the stick and brings it back.

“Can Pup jump?” Jen asks.

“Well,” Tex says, “he can swim, but he has not m**a**d**e** a jump yet. Let us s**ee** if we can get him to jump.”

Tex t**a**k**e**s a stick and chucks it on the land. Pup runs and gets it. Tex pats him on the back.

Next, Tex t**a**k**e**s a stick and chucks it in the l**a**k**e**. The dogs run off, but Pup skids to a stop at the end of the dock. Buck jumps in and gets the stick.



"This t**i**m**e**," Tex says, "k**ee**p a hand on Buck and s**ee** if Pup will jump."

Gran grabs Buck and hugs him. Tex chucks the stick in the l**a**k**e**. This t**i**m**e**, Pup runs and m**a**k**e**s the jump. Splash!

Josh and Jen ch**ee**r and clap.

Pup pops up and swims back to the land. But what has he got in his t**ee**th?

"Is that the stick?" Josh asks.

"No!" yells Jen. "Pup has a fish!"

Tex and Rex

Josh and Jen s**ee** a man in the den. The man has a black hat.

"Tex!" says Jen.

The kids sm**i**l**e** and w**a**v**e**. The man w**a**v**e**s back.

"We were at the cr**ee**k!" Jen yells. The man just sm**i**l**e**s.

"There were d**ee**r tracks at the cr**ee**k!" Josh yells. The man nods, but then he runs off.

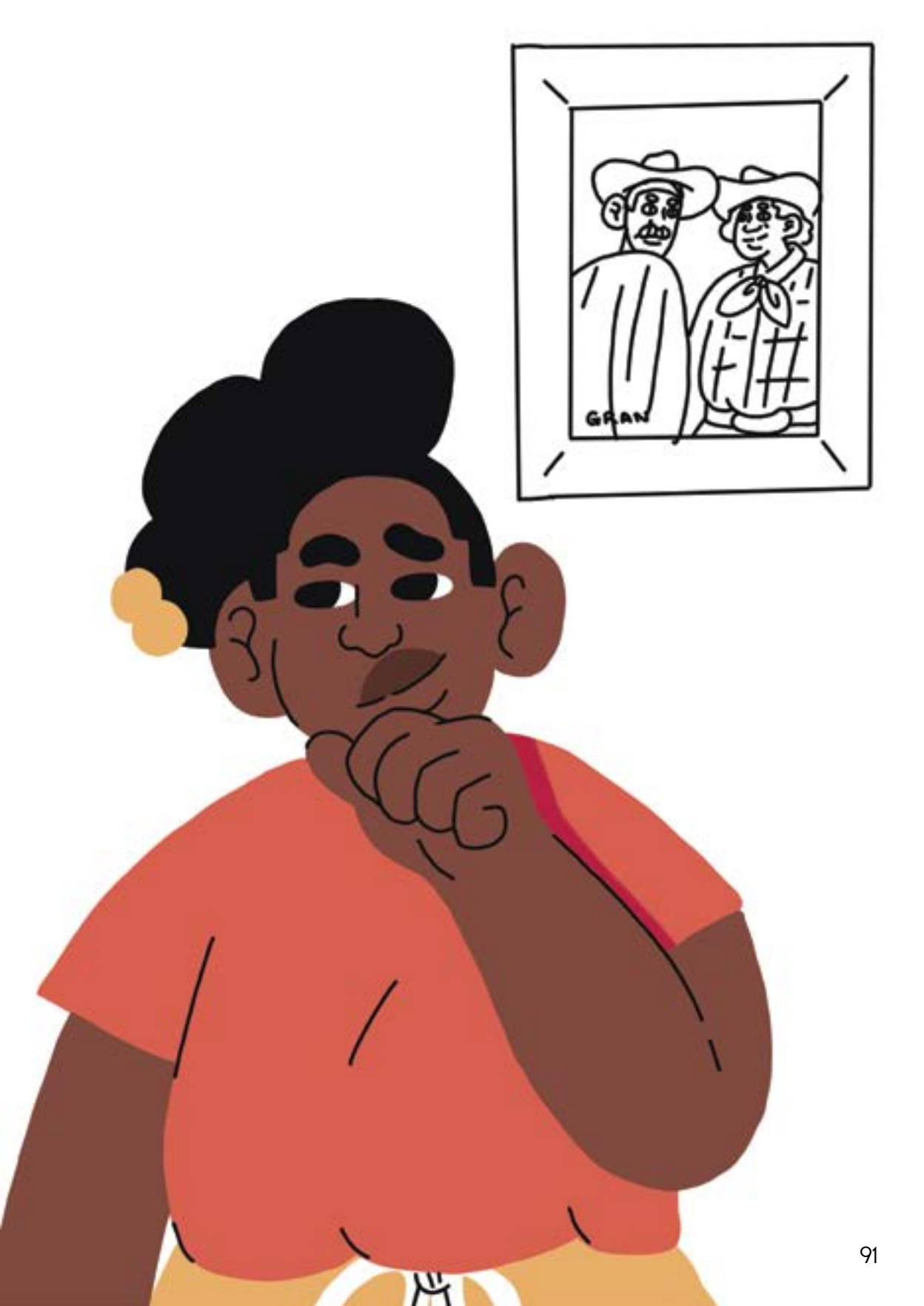
"Gran," Jen asks, "is Tex mad at us?"

"Mad?" Gran asks. "Why?"

"He s**ee**ms odd," says Jen. "I said we went to the cr**ee**k and he just smil**e**d."

"And I said there were d**ee**r tracks at the cr**ee**k and all he did was nod," says Josh.

"It was Tex, but he did not act lik**e** Tex," says Jen.


GRAN

Just then, Gran grins. “We n**ee**d to t**a**k**e** a trip to the shed,” she says.

When Gran and the kids get to the shed, they s**ee** Tex. Then they s**ee** the man in the black hat.

Jen st**a**r**e**s at Tex and says, “If you are Tex, then who is that?”

“Kids,” says Gran with a big sm**i**l**e**, “m**ee**t Rex. Rex and Tex are twins!”

Gran's Mud Run

Gran, Tex, and the kids are at a track. Gran is all set to dr**i**v**e** in a Mud Run. Thr**ee** trucks are l**i**n**e**d up s**i**d**e** by s**i**d**e**.

A man w**a**v**e**s a flag and the trucks t**a**k**e** off.

Gran is fast. She dr**i**v**e**s past the red truck and the black truck. She spins the t**i**r**e**s and slings lots of mud on the black truck. Splat!

Josh and Jen ch**ee**r.

Gran dr**i**v**e**s f**i**v**e** laps. Then sh**e** gets stuck in d**ee**p mud.

The red truck sp**ee**ds b**y**. Then the black **one** zips past. Gran rocks the truck. It hops fr**o**m the trench.

Gran steps on the gas. With thr**ee** laps left, sh**e** zips past the black truck.

With **one** lap left, Gran is just in back of the red truck. The red truck slings lots of mud on Gran's truck. Gran can not s**ee** much, but sh**e** steps on the gas.

The red truck and Gran's gr**ee**n truck cross the l**i**n**e** s**i**d**e** by s**i**d**e**.

Gran hops from the truck and yells, "Did I win?"

"Yes!" the kids yell.

Gran w**i**p**e**s off some mud and asks, "What is my pr**i**z**e**?"

A man runs up with the pr**i**z**e**. He hands Gran a t**i**r**e** brush, a big box of rags, and some truck wax.

"Just what I n**ee**d!" says Gran.

1

Gran's Trip Home

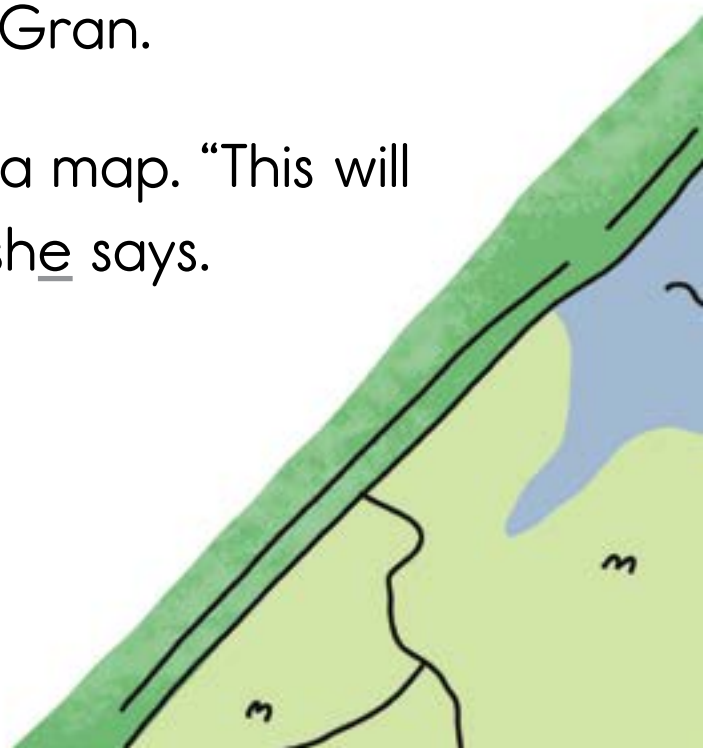
Gran hugs Josh and Jen.

"Tex will t**a**k**e** you kids back in his truck," she says.

"Will you t**a**k**e** a bus?" Jen asks.

"N**o**p**e**," says Gran.

Gran w**a**v**e**s a map. "This will get me h**o**m**e**," she says.



3 MILE GULCH
map

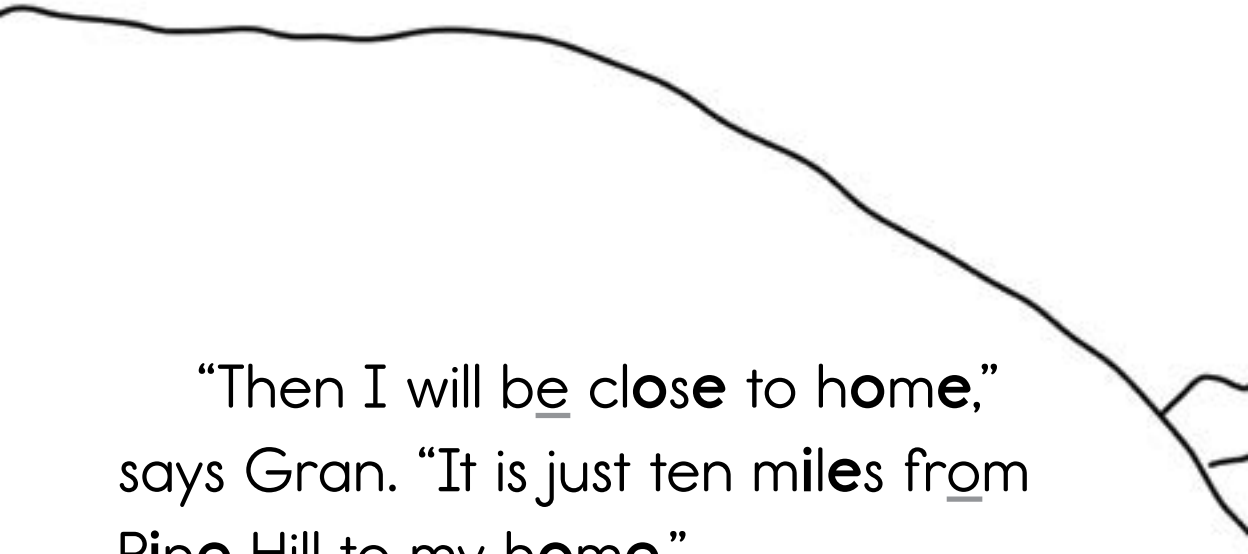
"S**ee** here?" she says. "We are here. I will r**i**d**e** m**y** b**i**k**e** to Thr**ee** M**i**l**e** Gulch, which is here on m**y** map. It will t**a**k**e** me a w**ee**k to get there."

"A w**ee**k!" says Josh.

Gran nods.

"I will **u**s**e** m**y** r**o**p**e** to cross the gulch," Gran says. "Then I will h**i**k**e** up to P**i**n**e** Hill. It's just n**i**n**e** m**i**l**e**s."

"N**i**n**e** m**i**l**e**s!" says Josh.



"Then I will be close to home," says Gran. "It is just ten miles from Pine Hill to my home."

"Ten miles!" says Jen.

"You kids have got one heck of a gran!" says Tex.

As Gran sets off, the kids wave.

Gran waves back. "See you in six weeks!" she yells.

About this Book

This book has been created for use by students learning to read with the program. Readability levels are suitable for early readers. The book has also been carefully leveled in terms of its "code load," or the number of spellings used in the stories.

The English writing system is complex. It uses more than 200 spellings to stand for 40-odd sounds. Many sounds can be spelled several different ways, and many spellings can be pronounced several different ways. This book has been designed to make early reading experiences simpler and more productive by using a subset of the available spellings. It uses *only* spellings students have been taught to sound out as part of their phonics lessons, plus a handful of Tricky Words, which have also been deliberately introduced in the lessons. This means the stories will be 100% decodable if they are assigned at the proper time.

As the students move through the program, they learn new spellings and the "code load" in the decodable Readers increases gradually. The code load graphic on this page indicates the number of spellings students are expected to know in order to read the first story of the book and the number of spellings students are expected to know in order to read the final stories in the book. The columns on the opposite page list the specific spellings and Tricky Words students are expected to recognize at the beginning of this Reader. The bullets at the bottom of the opposite page identify spellings, Tricky Words, and other topics that are introduced gradually in the unit this Reader accompanies.

Code Knowledge assumed at the beginning of this Reader:

VOWEL SOUNDS AND SPELLINGS:

/i/ as in *skim*
/e/ as in *bed*
/a/ as in *tap*
/u/ as in *up*
/o/ as in *flop*

CONSONANT SOUNDS AND SPELLINGS:

/m/ as in *swim*, *swimming*
/t/ as in *bat*, *sitting*
/d/ as in *bid*, *add*
/k/ as in *cot*, *kid*, *hiccup*, *black*
/g/ as in *log*, *egg*
/n/ as in *run*, *running*
/h/ as in *ham*
/s/ as in *sit, hiss*
/f/ as in *fat*, *huff*
/v/ as in *vet*
/z/ as in *zip*, *buzz*, *dogs*
/p/ as in *tip*, *napping*
/b/ as in *rub*, *rubbing*
/l/ as in *lamp*, *bell*
/r/ as in *rip*, *ferret*
/w/ as in *wet*
/j/ as in *jog*
/y/ as in *yes*
/x/ as in *box*

/ch/ as in *chin*
/sh/ as in *shop*
/th/ as in *thin*
/th/ as in *then*
/qu/ as in *quilt*
/ng/ as in *king*

OTHER:

- Punctuation (period, comma, quotation marks, question mark, exclamation point)

TRICKY WORDS:

the, who, once, to, do, two, are, have, were, one, a, I, no, so, of, is, all, some, from, word, said, says, was, when, why, where, what, which, here, there

Code Knowledge added gradually in the unit for this Reader:

- Beginning with "Gran's Trips": /ee/ as in *bee*
- Beginning with "The Pet": Tricky Word *he*
- Beginning with "King": /ae/ as in *cake*; Tricky Word *we*
- Beginning with "Where Is King?": Tricky Word *she*
- Beginning with "The Swim Meet": /ie/ as in *bite*; Tricky Words *they*, *their*
- Beginning with "The Tape": /oe/ as in *home*; Tricky Words *my*, *by*
- Beginning with "Fuzz and Mel": /ue/ as in *cute*
- Beginning with "The Sweet Shop": Tricky Word *you*
- Beginning with "The Trip West": Tricky Word *your*

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Gran's Trips

"When will Gran get here?" Josh asks.

Jen shrugs.

Just then, Josh and Jen s**ee** a cab on the str**ee**t.

"Gran is here!" Jen yells.

When Gran steps from the cab, Josh and Jen run up to get a hug.

"Was the trip fun?" Josh asks.

"Which one?" Gran asks. "I went on thr**ee** trips!"

"Where to?" asks Josh.

"One was to the Swiss Alps," says Gran. "In the Alps, there were st**ee**p cliffs. I went up to the top of one cliff, but it was slick. I fell and had to cling to the rocks!"

"No!" says Jen.

"Yes!" says Gran. "Here is a snap shot."

"What was the next trip?" Josh asks.

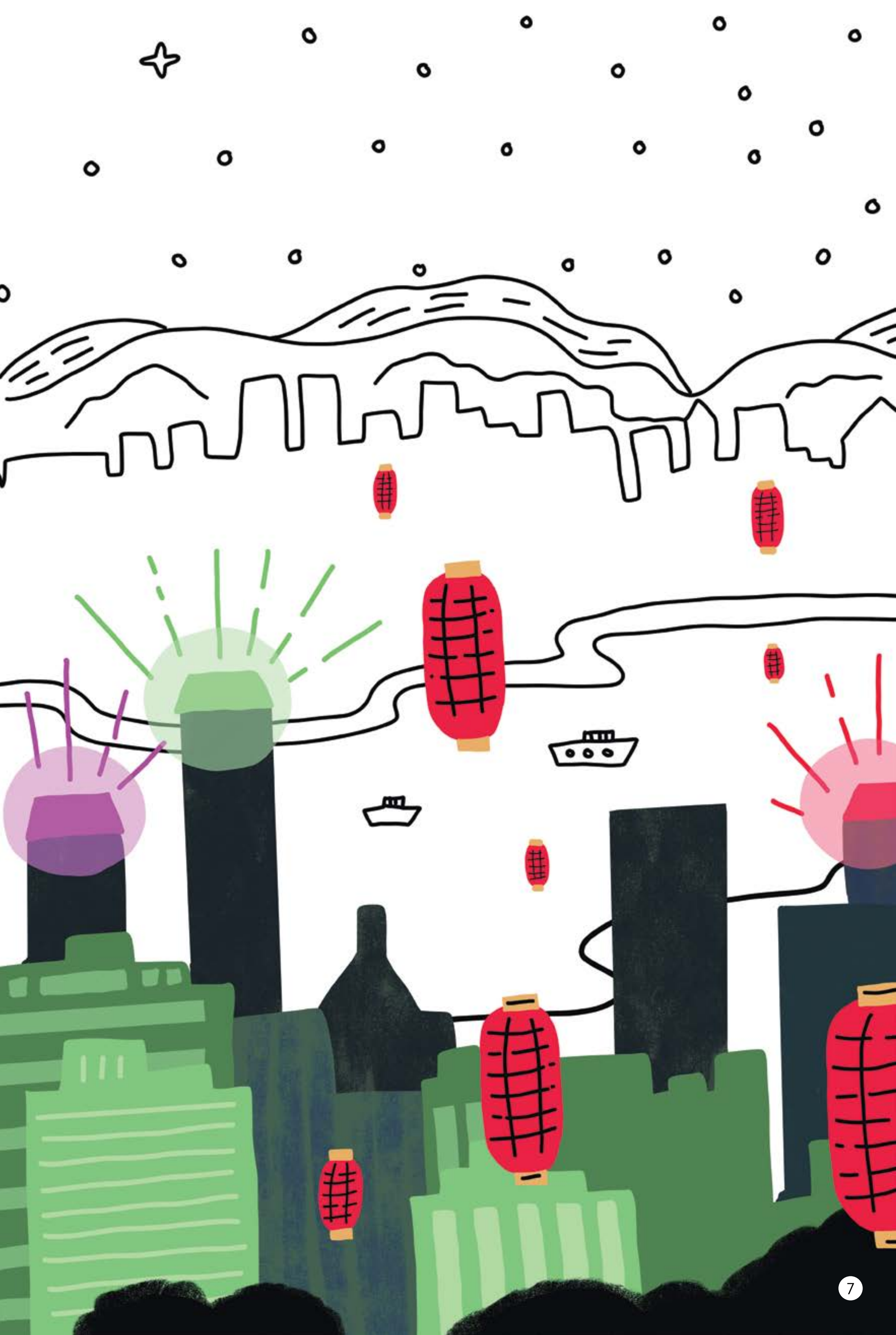
"I went to Hong Kong," says Gran.

"What is in Hong Kong?"

"Lots of stuff," says Gran. "Hong Kong has lots of ships and big lamps."

"No!" says Josh.

"Yes!" says Gran. "Here is a snap shot."



"What was the last trip?" asks Jen.

"I went to the gulf to swim with the **ee**ls and f**ee**d the fish," says Gran.

"No!" says Jen.

"Yes!" says Gran. "Here is a snap shot."

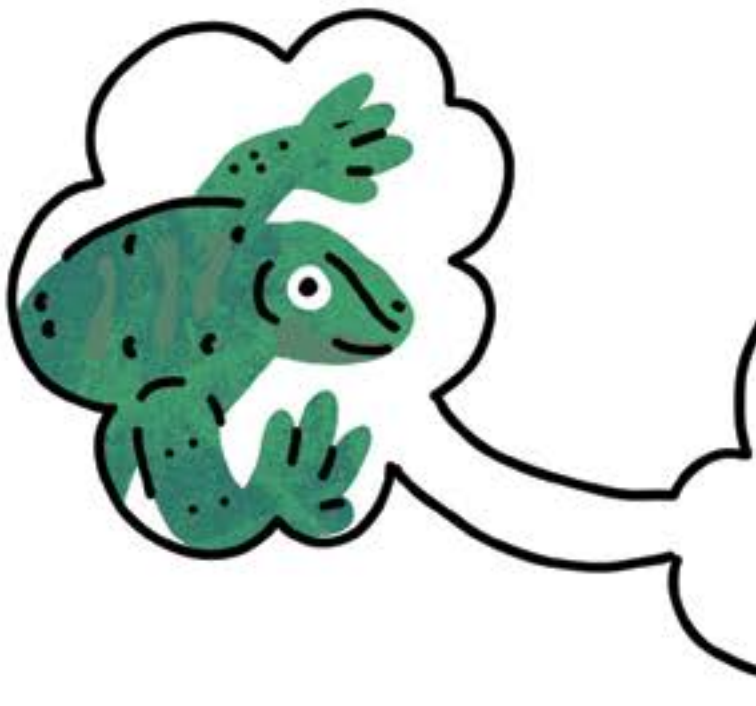
"Which trip was the best?" Josh asks.

"This one!" Gran says. "The one where I get to s**ee** Josh and Jen!"

The Pet

Gran says, "When I was on my trip, I got a pet."

"What can it be?" asks Jen.



"Is it a fish?"

"No," says Gran.

"Is it a dog?" asks Josh.

"No," says Gran.

"Is this pet big?" asks Josh.

"Well," says Gran, "he is not big, but he is long."

"Has he got teeth?" asks Josh.

"He has fangs!" says Gran.

"What are fangs?" asks Jen.

Just then, the bell rings.

Gran says, "That must be him!"

King

Jen yells, “Gran, there is a man here with a big crate.”

Gran says, “It must be King!”

“Who?” asks Jen.

“The pet I got on my trip,” says Gran.

“But what is this King?” asks Josh.

CAUTION

Gran t**a**k**e**s the lid off the cr**a**t**e** and lifts up a long, black sn**a**k**e**.

"Sw**ee**t!" says Josh. "King is a sn**a**k**e**!"

"**E**e**e**k!" Jen yells. "I am sc**a**r**e**d of sn**a**k**e**s!"

Gran says, "King is a s**a**f**e** sn**a**k**e**. There are sn**a**k**e**s that can kill us, but King is not one of them. This is a sn**a**k**e** we can pet."

Where Is King?

"Help!" Gran yells.

"What is it?" says Jen.

"King is not in his cr**a**t**e**!" says Gran. "Where is he?"

Jen checks the pots and pans.

"He is not in here!" she yells.
"Check in the den."

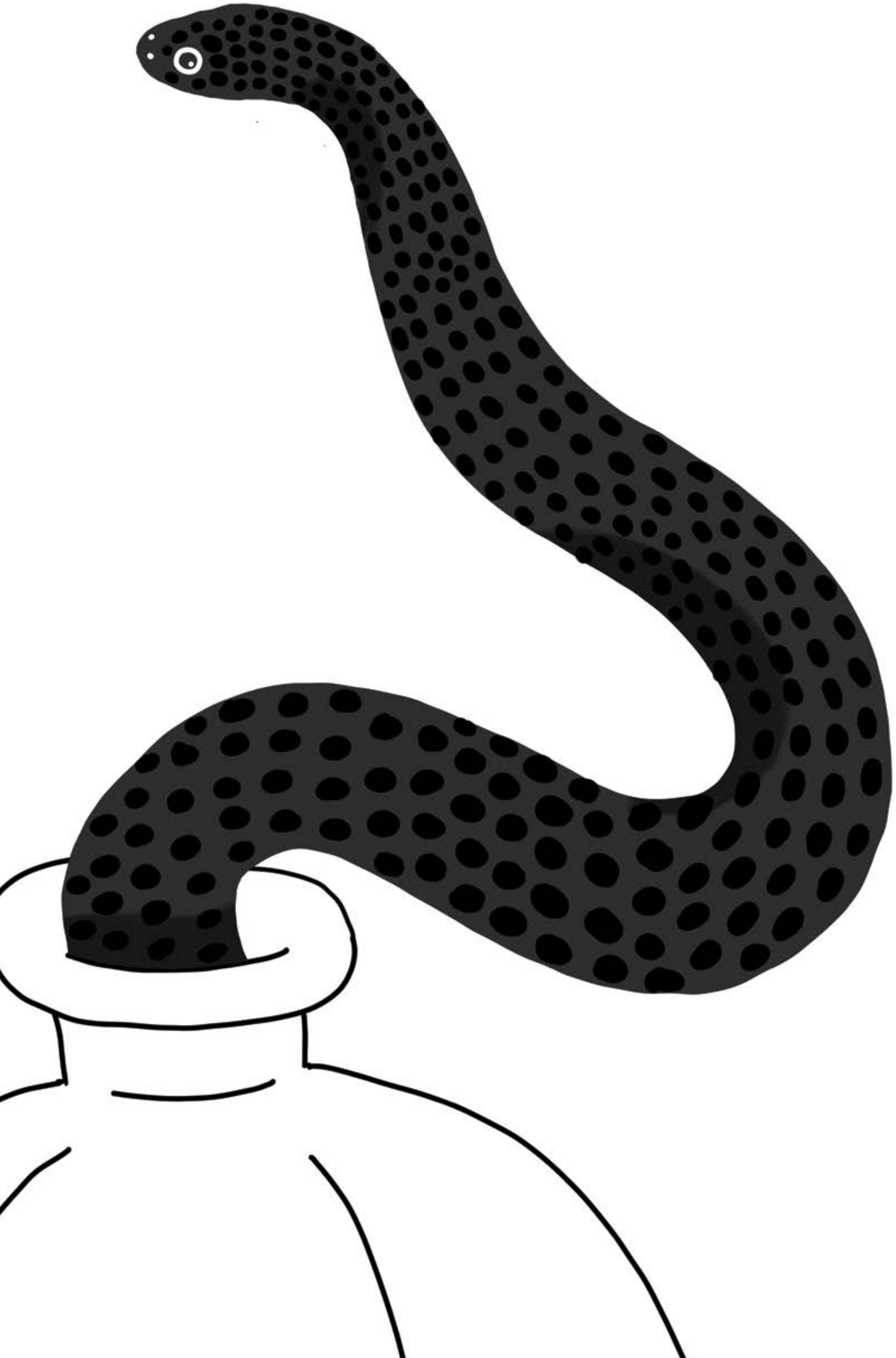
Josh checks the den.

"He is not in here," he yells. "I bet he went back to the pet shop!"

Just then, King p**ee**ks up from a big v**a**s**e**.

"There he is!" says Josh.

Gran runs to King and picks him up. She pets the sn**a**k**e**. She is glad to s**ee** him.



The Swim Meet

Josh and Jen lik**e** to swim. They t**a**k**e** Gran to their swim m**ee**t.

Jen lin**e**s up in l**a**n**e** fiv**e**.

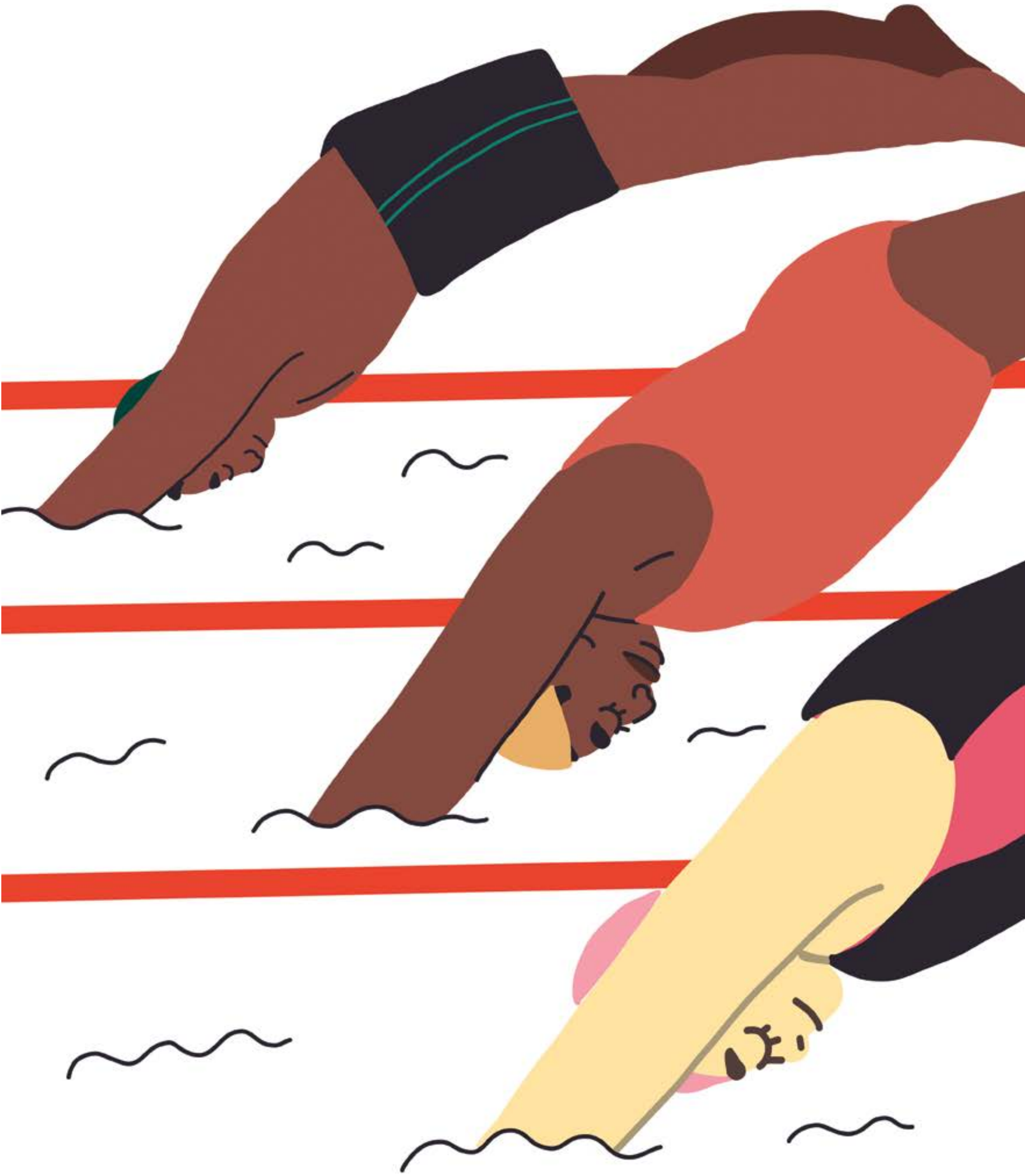
Josh lin**e**s up in l**a**n**e** six.

The kids are up on the blocks.

Then there is a b**ee**p.

All the kids d**i**v**e** in. Splash!

“Swim!” yells Gran. “Swim fast!”



Josh and Jen swim as fast as they can. They swim and swim. In no time, they make it to the end.

"Did Josh win?" asks Gran. "Did Jen win?"

Josh and Jen wave and smile. They did not win, but they had a lot of fun!

At the Reef

Josh asks Gran what it was like when she went to the r**ee**f.

"Well," Gran says, "it was a lot of fun! I m**a**d**e** a plan to m**ee**t my pal Mik**e**. I had to r**i**d**e** my b**i**k**e** n**i**n**e** m**i**l**e**s to the r**ee**f to m**ee**t Mik**e**."

"That is a long r**i**d**e**!" says Jen.

"When I got there I went on a dive to see the fish and the eels."

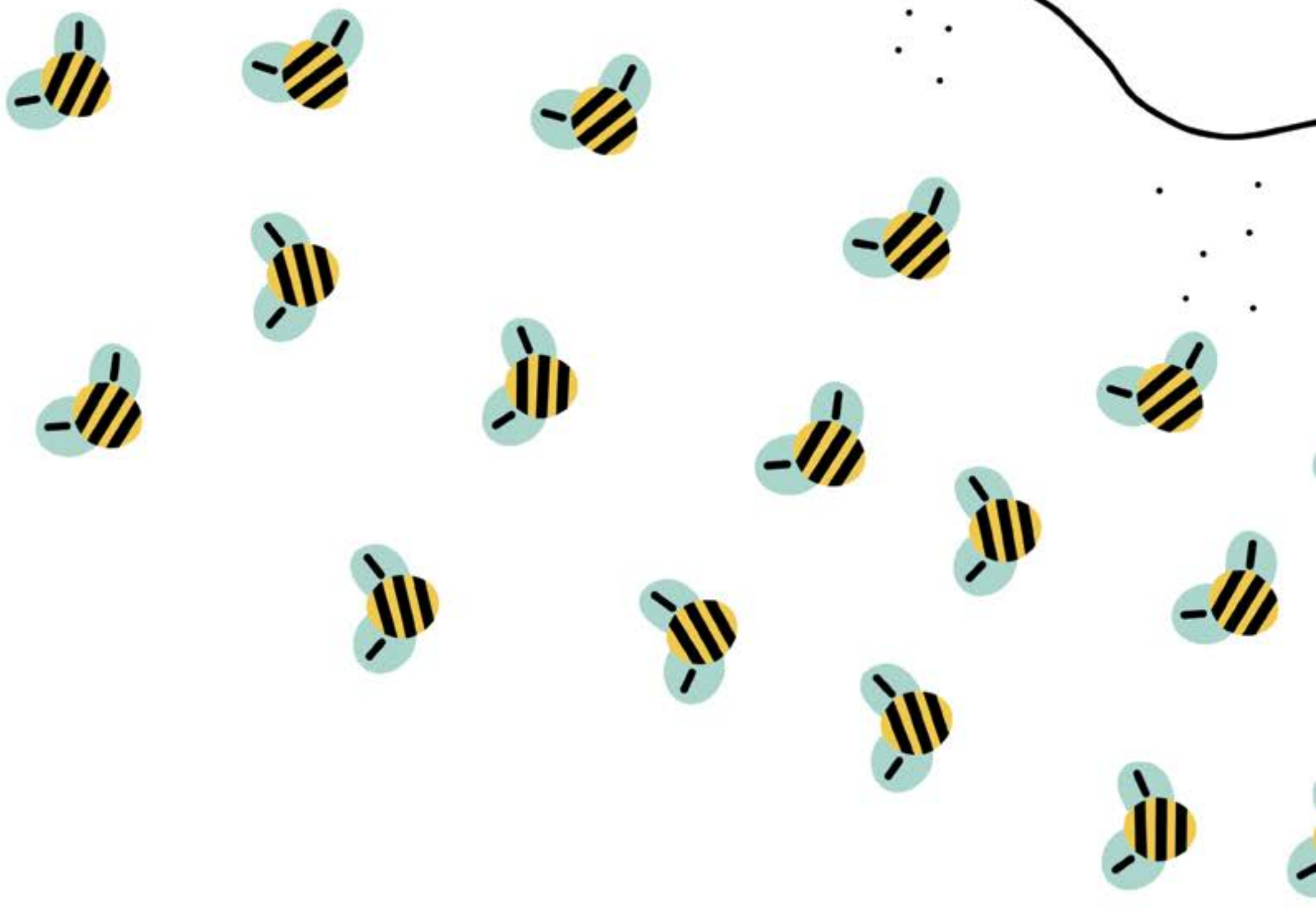
"With Mike?" Josh asks.

"No," Gran says. "Mike did not dive with me. He went to hang glide."

"Did he like it?" Jen asks.

"Not so much," Gran says with a smile.

"Why not?" asks Josh. "It must be lots of fun to hang glide."



"Did he crash?" asks Jen.

"No, no," says Gran, "but he did have a bad time. When it was time to land, he hit a hive of bees! He got stung ten times."

"Yikes!" says Jen.

The Bug Glass

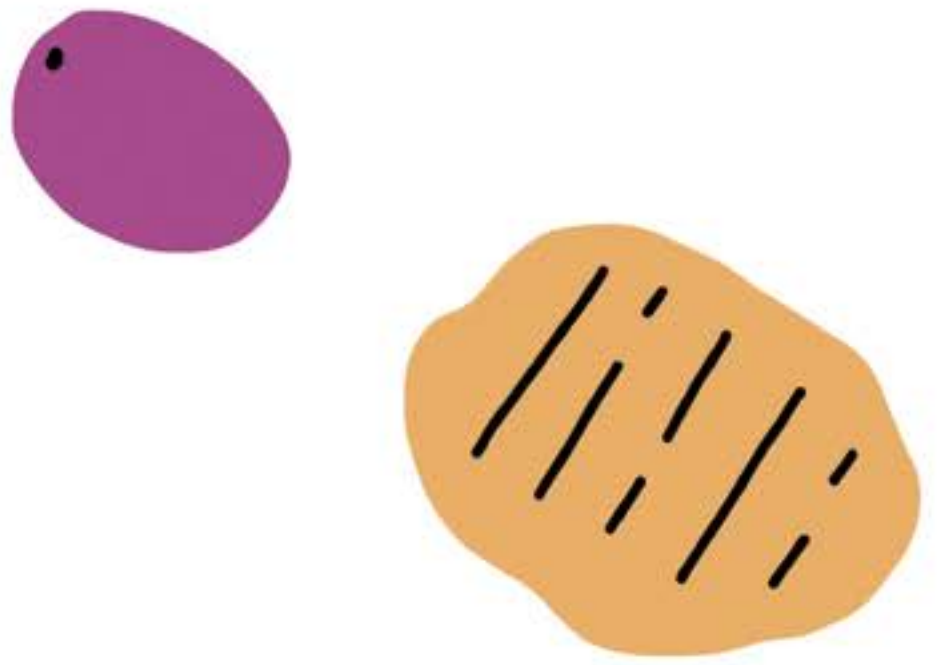
"Gran," Jen says, "Josh is mad at me."

"Why is he mad?" Gran asks.

"I br**o**k**e** his bug glass."

"What is a bug glass?"

"A bug glass is something that lets him s**ee** bugs and ants up cl**o**s**e**."



Gran checks the bug glass.

"It is not so bad," she says. "We can fix it with some tape."

"Josh will still be mad," Jen says.

"We can make him a snack," says Gran. "And we can make the ants a snack, as well."

Gran hands Jen some chips and grapes. "Here," she says, "Set those on the big stone in back."

Gran yells, “Snack tim**e**!”

Josh runs in and grabs a snack. Gran lets him munch on it. Then she says, “Jen, t**a**k**e** Josh to the st**o**n**e**.”

Jen grabs Josh by the hand and t**a**k**e**s him to the st**o**n**e**. He s**ee**s his bug glass. Then he s**ee**s a bunch of ants. He picks up the glass and st**a**r**e**s at the ants.

Josh sm**i**l**e**s. “The ants l**i**k**e** th**o**s**e** chips!” he says. He hands Jen the glass. “Here!” he says, “T**a**k**e** a p**ee**k!”

The Tape

"Gran," Jen asks, "what is that?"

"This is a tape deck," Gran says. "And in it is a tape with some songs sung by my gran."

On the tape Gran's gran sings a jazz song. At the end she sings "Pip! Pip! Ting a ling a ling!"

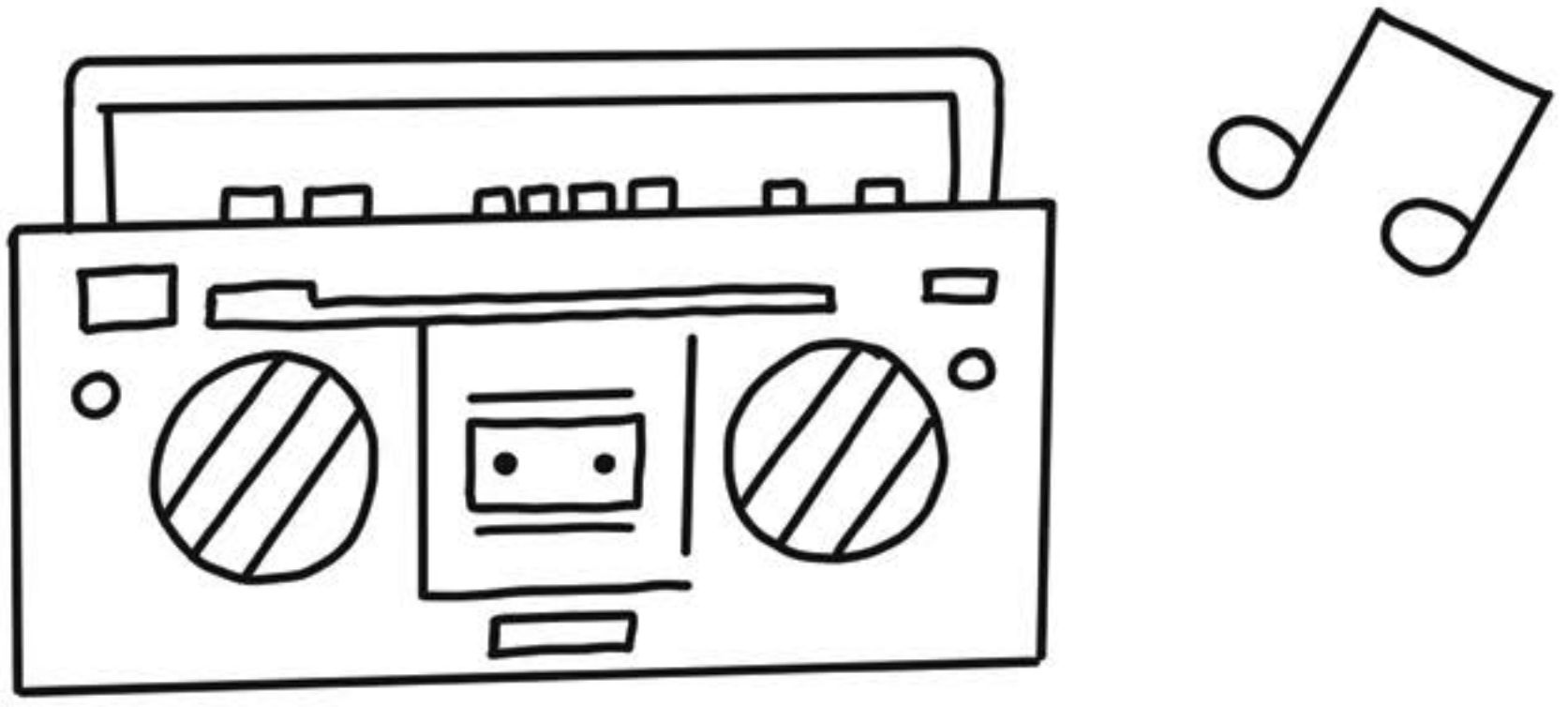
"I like those notes she sings at the end!" says Jen.

"So do I!" says Gran.

"Gran," says Jen, "we can act lik**e** we are in the band and sing the song!"

"OK," says Gran. "Run and get a dress. I will grab th**o**s**e** sh**a**d**e**s I lik**e**."

Gran and Jen dress up. Then they sing the song. At the end they sing, "Pip, pip! Ting a ling a ling!"



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Fuzz and Mel

The kids are in bed, but they can not sl**ee**p.

"Gran!" Josh yells.

Gran p**ee**ks in and asks, "What is it?"

"We can not sl**ee**p!" says Josh.

"We can not sl**ee**p."

"Tell us a t**a**l**e**!" says Jen.

"OK," says Gran. "This is the t**a**l**e** of Fuzz and Mel."

Once there were two cats named Fuzz and Mel.

Fuzz was a cute cat who did his best to be safe at all times. Mel was a brave cat who had a fast plane.

"Fuzz!" Mel said, "We can take a ride in my plane!"

"Um," Fuzz said, "well . . . the thing is . . . I like to be safe . . . and I am not . . ."

"It is safe," Mel said. "Jump in!"

The pl**a**n**e** went up, up, up.

A duck c**a**m**e** up next to the pl**a**n**e**.

"What a swell duck!" said Fuzz.
"And what a swell pl**a**n**e** rid**e**!
Why was I so sc**a**r**e**d of a pl**a**n**e**
rid**e**?"

Just then, Mel m**a**d**e** the pl**a**n**e** zip fr**o**m s**i**d**e** to s**i**d**e**.

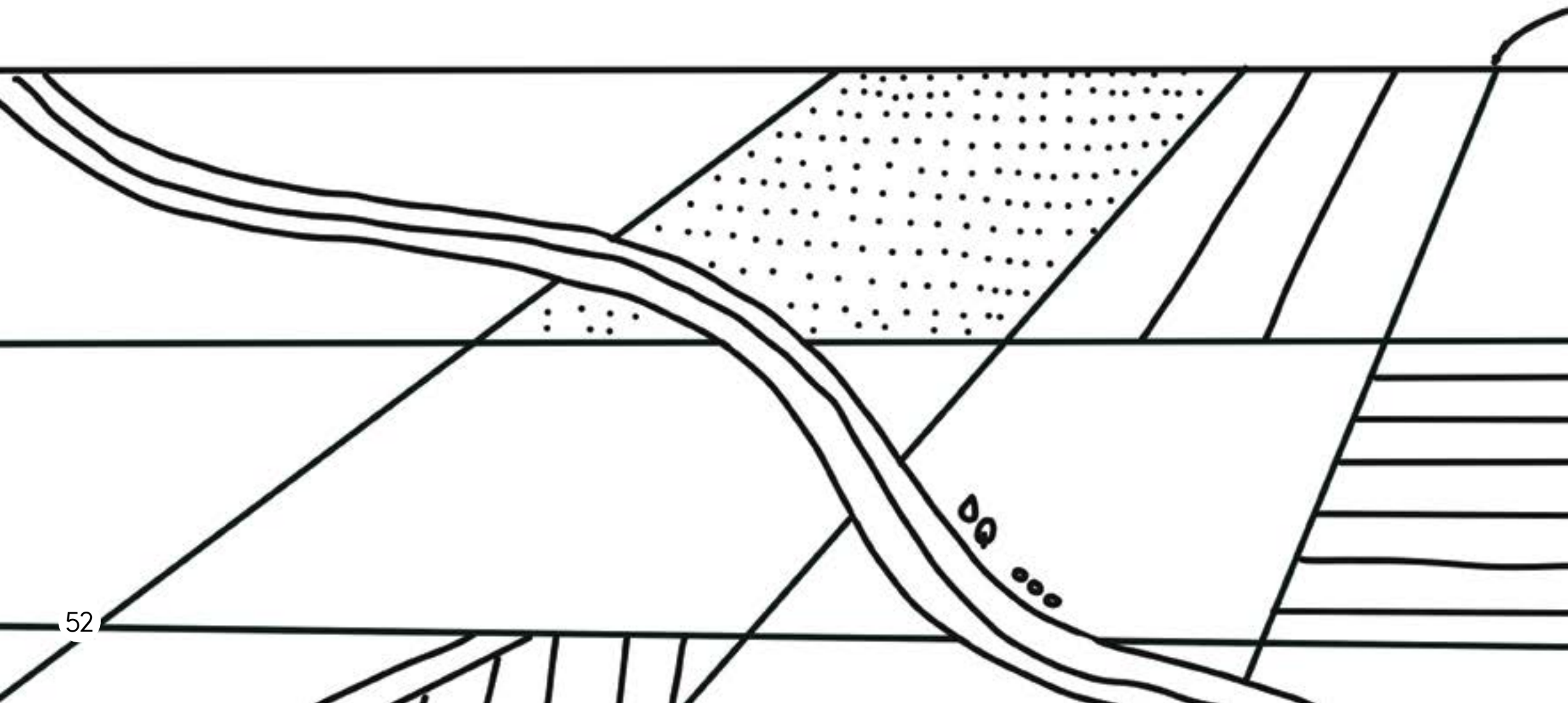
Fuzz did not lik**e** that. It did not f**ee**l s**a**f**e** to him.

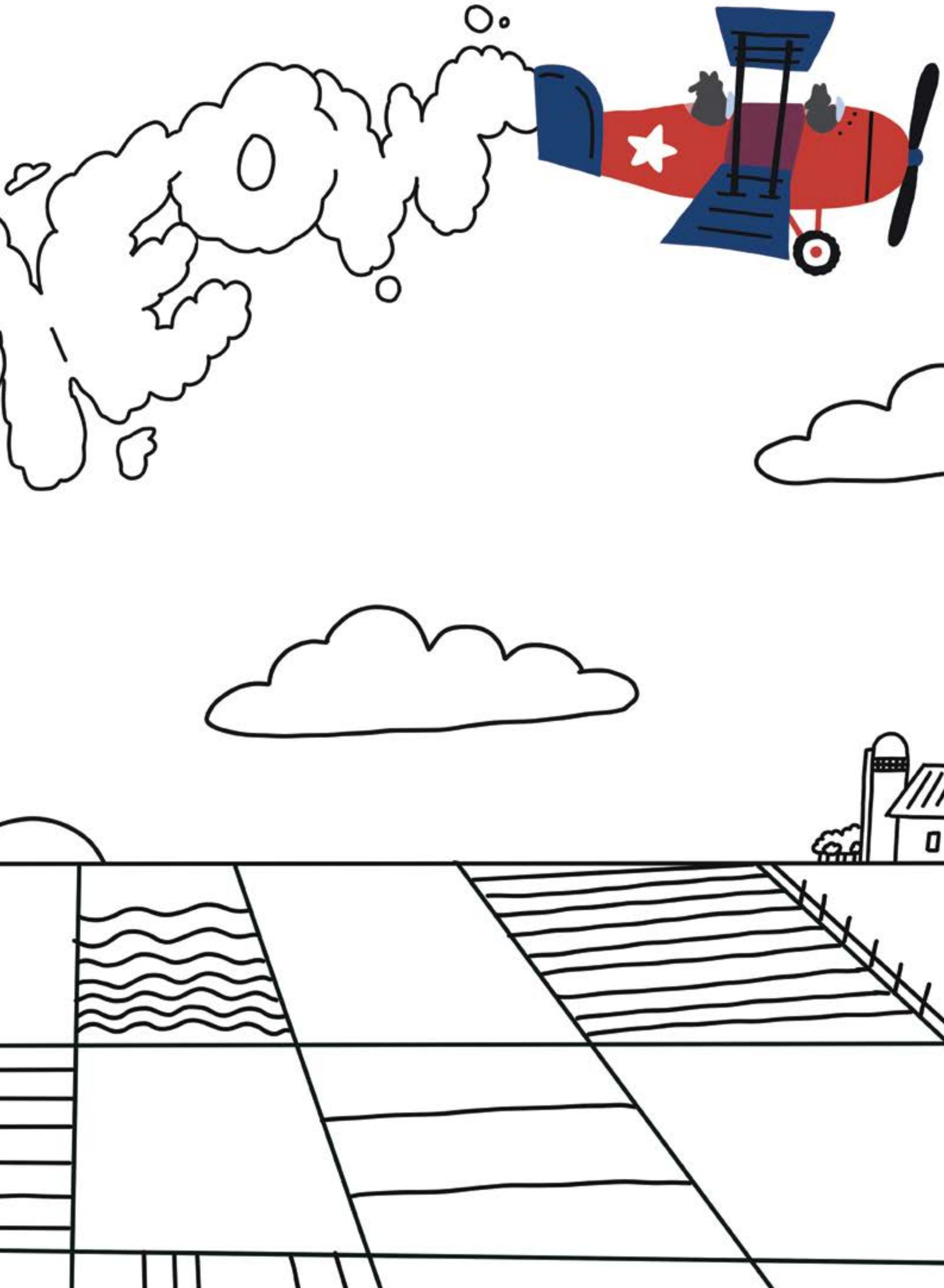
Then Mel m**a**d**e** the pl**a**n**e** d**i**v**e**.

"ZZZZZZZZZZZ!" went the pl**a**n**e** as it d**o**v**e**.

"Stop!" said Fuzz, as he held on to the s**i**d**e** of the pl**a**n**e**.

"Not s**a**f**e**! Not s**a**f**e**!"





Mel set the pl**a**n**e** back on the land.

Fuzz felt sick. He had the sh**a**k**e**s.

"Ug," he said. "That's the last tim**e** I rid**e** in a pl**a**n**e** with Mel."

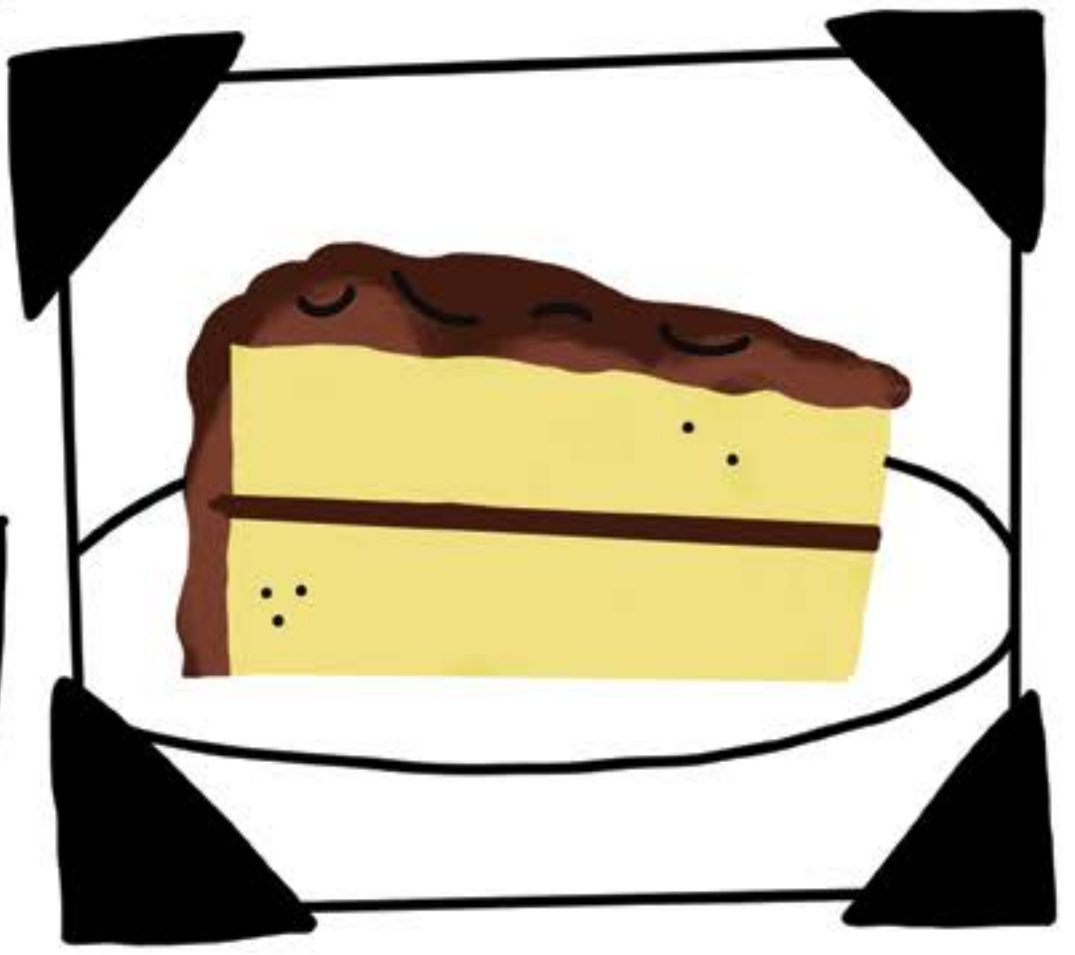
The Sweet Shop

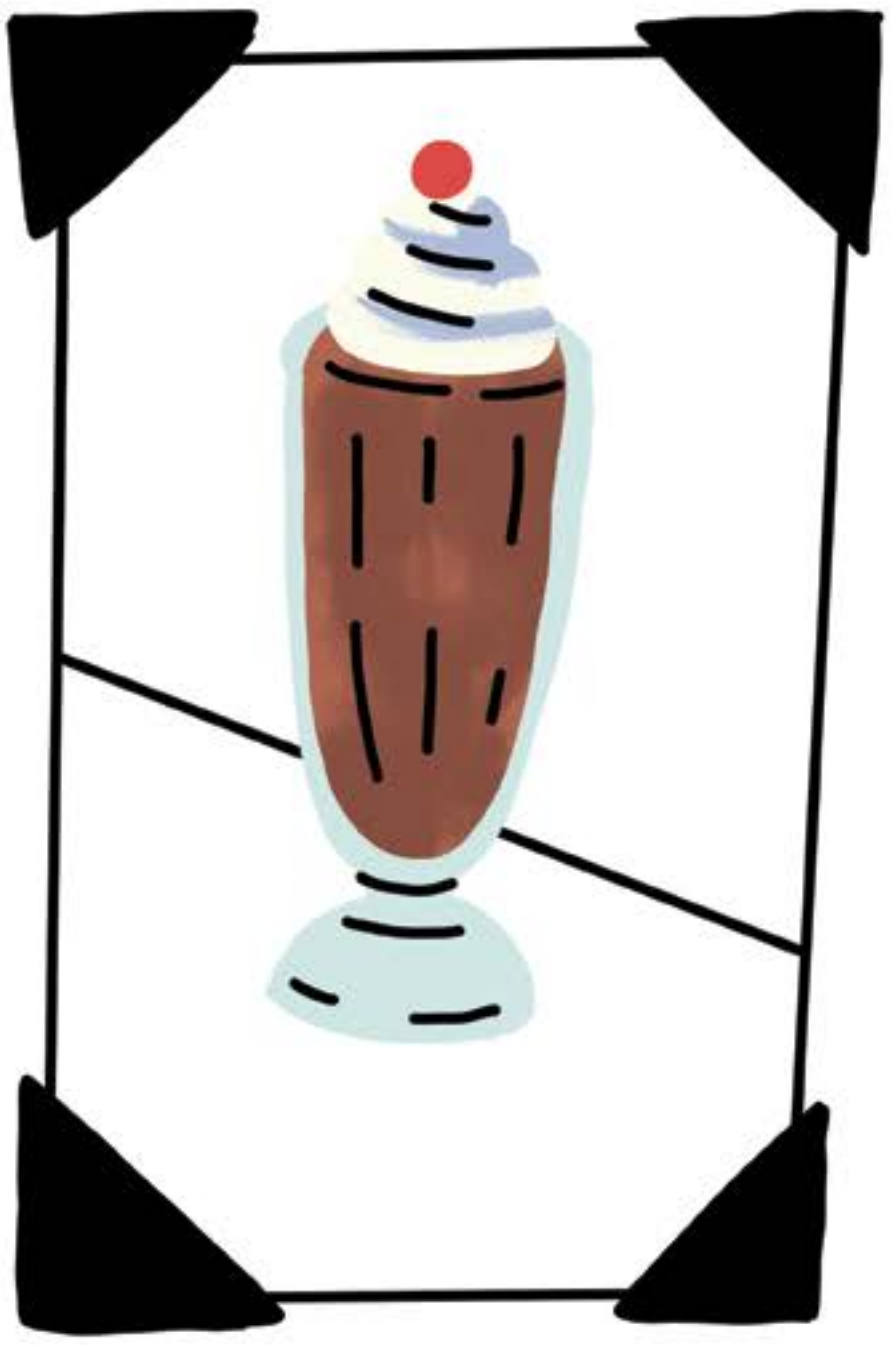
"Gran," Josh asks, "did you have a job when you were a kid?"

"I did," says Gran. "My dad had a sweet shop and I had a job in the shop."

"Did you get to make sweets?"

"Yes," says Gran. "I got to make milk shakes, cakes, and gum drops."





"Was it fun?" Josh asks.

"Some of it was fun," says Gran. "But it was not all fun and games. I had to sweep and pick up. And I had to wipe off the cake case."

"Can you still make cakes?" asks Jen.

"You bet I can!" says Gran. "Do you want to make one?"

King and Queen

"Gran," Josh says, "will you tell us a t**a**l**e**?"

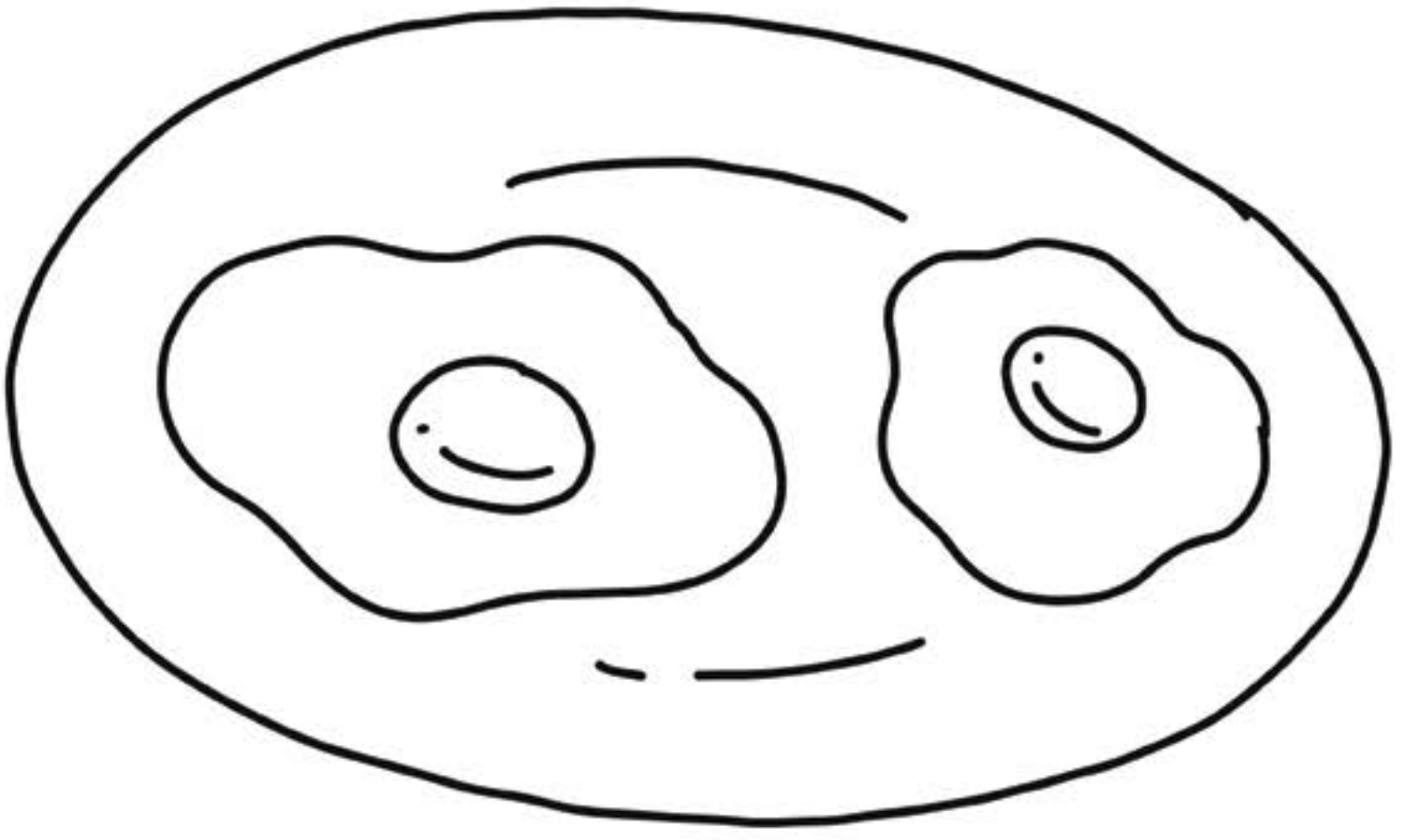
"Yes!" says Jen. "Tell the one where you had to sc**a**r**e** off the mad hog!"

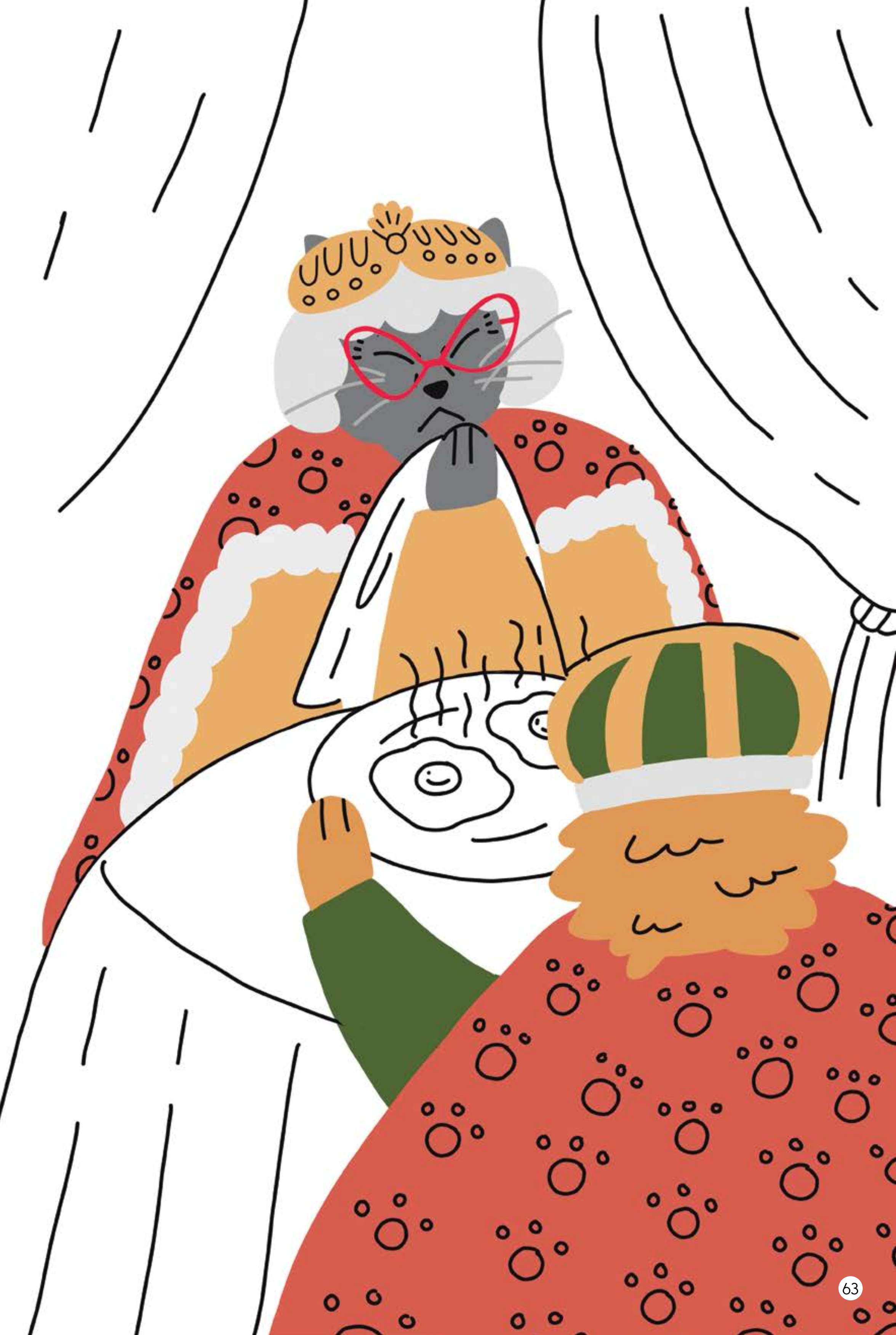
"No!" says Josh. "Tell the one where you were on that ship in the wind and w**a**v**e**s!"

"I will tell you a t**a**l**e** I m**a**d**e** up," says Gran. "This is a t**a**l**e** of a king and his qu**ee**n."

Once there was a qu**ee**n who felt sad. All she did was sulk and m**o**p**e**.

The king felt sad that his w**i**f**e** was so sad. He m**a**d**e** eggs to ch**ee**r up the qu**ee**n. But the qu**ee**n said the eggs had a bad smell.





The king m**a**d**e** a c**a**k**e**. But the qu**ee**n did not lik**e** it.

The king m**a**d**e** gum drops. But the qu**ee**n did not lik**e** them.

By this t**i**m**e**, the king was not sad. He was mad. He went back to the st**o**v**e** and m**a**d**e** a pot of gr**ee**n slop.

"There!" the king said. "This slop is not fit to f**ee**d to pigs! The qu**ee**n will h**a**t**e** it. But so what?"

The king p**i**l**e**d some slop on a pl**a**t**e**. Then he g**a**v**e** the pl**a**t**e** to the qu**ee**n.

The qu**ee**n had a b**i**t**e**.

"Mmmm!" she said. "This is the best!"

"Did she like the green slop?" Jen asks.

"Yep!" says Gran.

"That was an odd tale!" says Jen.

"Odd but fun!" says Josh.

Gran tucks the kids in. Then Josh and Jen drift off to sleep.

The Trip West

"I have made plans to take a trip," says Gran. "My pal Tex has a ranch in the West. It will be a lot of fun!"

Gran smiles, but Josh and Jen are sad.

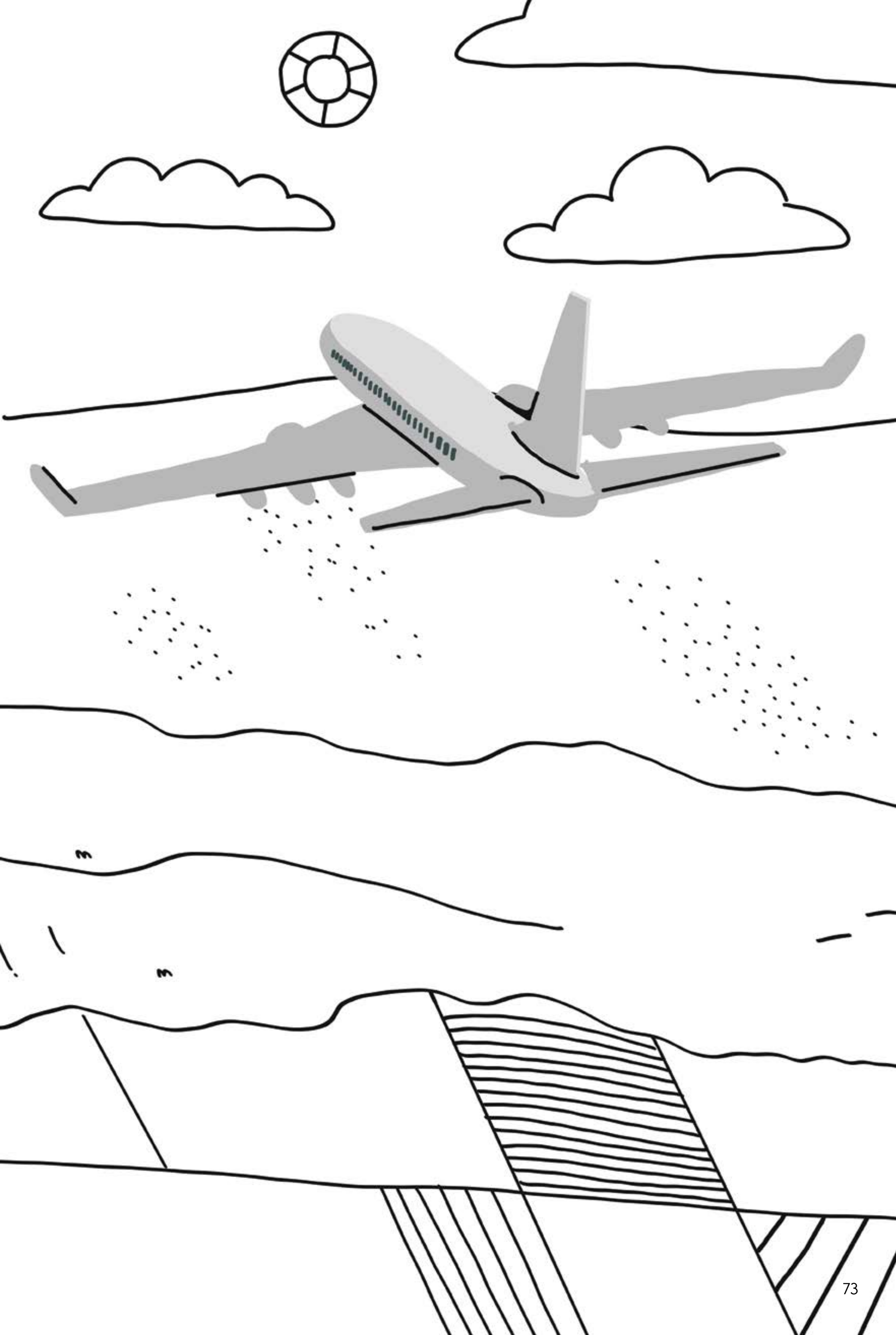
"We will miss you!" says Jen.

"What will we do here?" says Josh.

"Well," says Gran, "What if you kids came on the trip with me? Your mom and dad said I can take you with me."

"Yes!" the kids yell. "Take us with you! Take us with you!"

Josh and Jen pack their bags. They get in a cab with Gran. Then they get on a plane.



"Will we be safe on this plane?" Jen asks.

"Yes," says Gran. "This will be a safe plane ride, not like the one Fuzz had with Mel."

When the plane lands, Gran rents a van and drives the kids to the ranch.

Tex is there to greet them. He is a big man with a big hat. He shakes hands with Josh and Jen. Then he hugs Gran.

At the ranch there is a m**ule** with packs on his back and bells on his neck.

"That is Sam," says Tex. "He has all the camp stuff in his pack."

"Will we get to camp?" asks Jen.

Tex nods. "Yup. He has your tent on his back!"

Josh and Jen run to Sam. They pet the m**ule**. Sam sh**a**k**e**s and his bells ring.

The kids sm**ile**.

Saved by the Bells

Josh, Jen, and Gran hik**e** off to the camp sit**e** with Sam the m**ule**.

"I will m**ee**t you there!" Tex yells.

When they get to the camp sit**e**, Josh hangs Sam's r**o**p**e** on a tr**ee**.

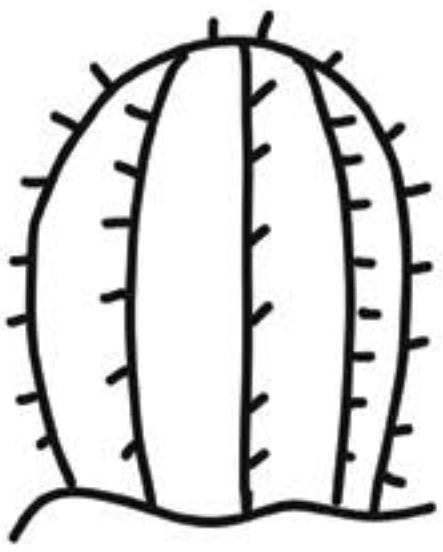
The camp sit**e** is cl**o**s**e** to a c**a**v**e**. Gran and the kids p**ee**k in the c**a**v**e**.

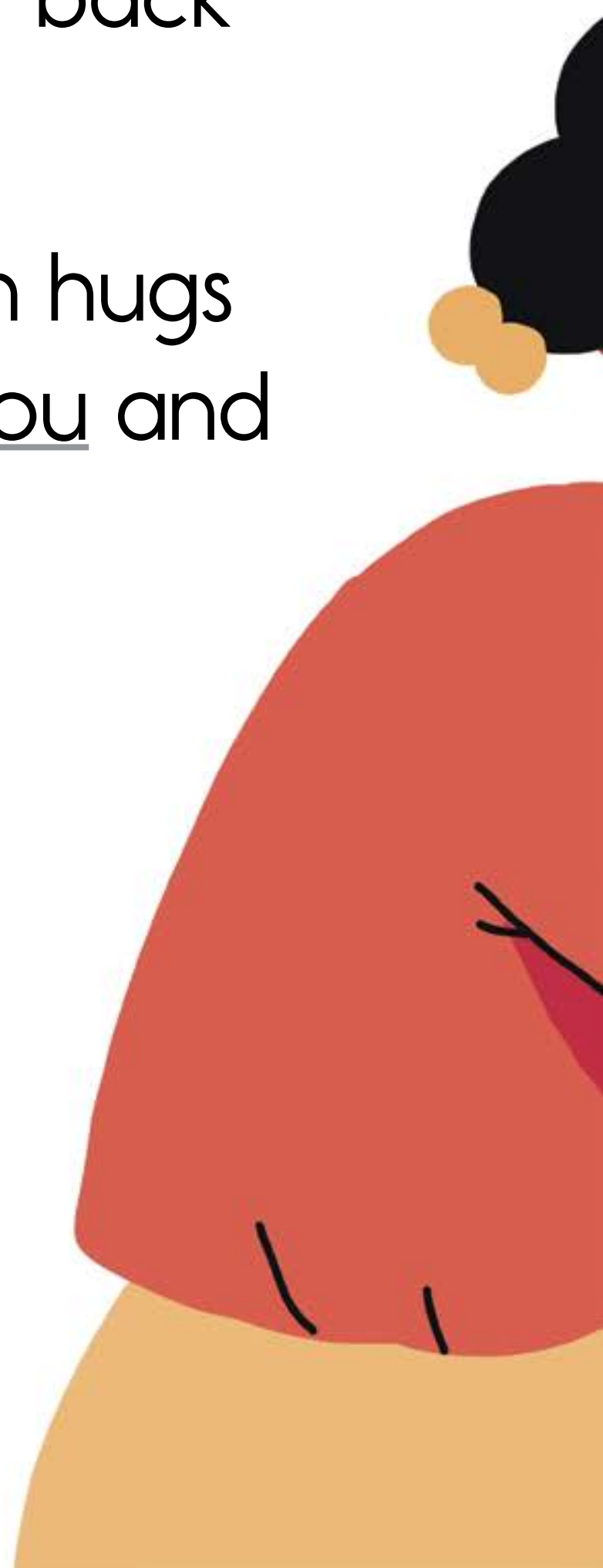
Drip. Drip. The c**a**v**e** is damp and dim. No sun sh**i**n**e**s in the c**a**v**e**.

Josh, Jen, and Gran hik**e** d**ee**p in the c**a**v**e**. They get lost. They are a bit sc**a**r**e**d, but just then Sam's bells ring.

Sam's bells help them get back to the camp sit**e**.

When they get back, Jen hugs the m**u**l**e** and says, "Sam, you and your bells s**a**v**e**d us!"





Splash Dogs

Tex t**a**k**e**s Gran and the kids to m**ee**t his dogs, Buck and Pup. Buck is a big black dog. Pup is just a pup.

"We can t**a**k**e** them to the l**a**k**e** so you can s**ee** their tricks," says Tex.

At the l**a**k**e**, Tex grabs a stick. "Here, Buck!" he yells.

Tex chucks the stick in the l**a**k**e**. Buck runs to the end of the dock and jumps. Splash! Buck swims to the stick and brings it back.

"Can Pup jump?" Jen asks.

"Well," Tex says, "he can swim, but he has not m**a**d**e** a jump yet. Let us s**ee** if we can get him to jump."

Tex t**a**k**e**s a stick and chucks it on the land. Pup runs and gets it. Tex pats him on the back.

Next, Tex t**a**k**e**s a stick and chucks it in the l**a**k**e**. The dogs run off, but Pup skids to a stop at the end of the dock. Buck jumps in and gets the stick.

"This t**i**m**e**," Tex says, "k**ee**p a hand on Buck and s**ee** if Pup will jump."

Gran grabs Buck and hugs him. Tex chucks the stick in the l**a**k**e**. This t**i**m**e**, Pup runs and m**a**k**e**s the jump. Splash!

Josh and Jen ch**ee**r and clap.

Pup pops up and swims back to the land. But what has he got in his t**ee**th?

"Is that the stick?" Josh asks.

"No!" yells Jen. "Pup has a fish!"

Tex and Rex

Josh and Jen s**ee** a man in the den. The man has a black hat.

"Tex!" says Jen.

The kids sm**i**l**e** and w**a**v**e**. The man w**a**v**e**s back.

"We were at the cr**ee**k!" Jen yells. The man just sm**i**l**e**s.

"There were d**ee**r tracks at the cr**ee**k!" Josh yells. The man nods, but then he runs off.

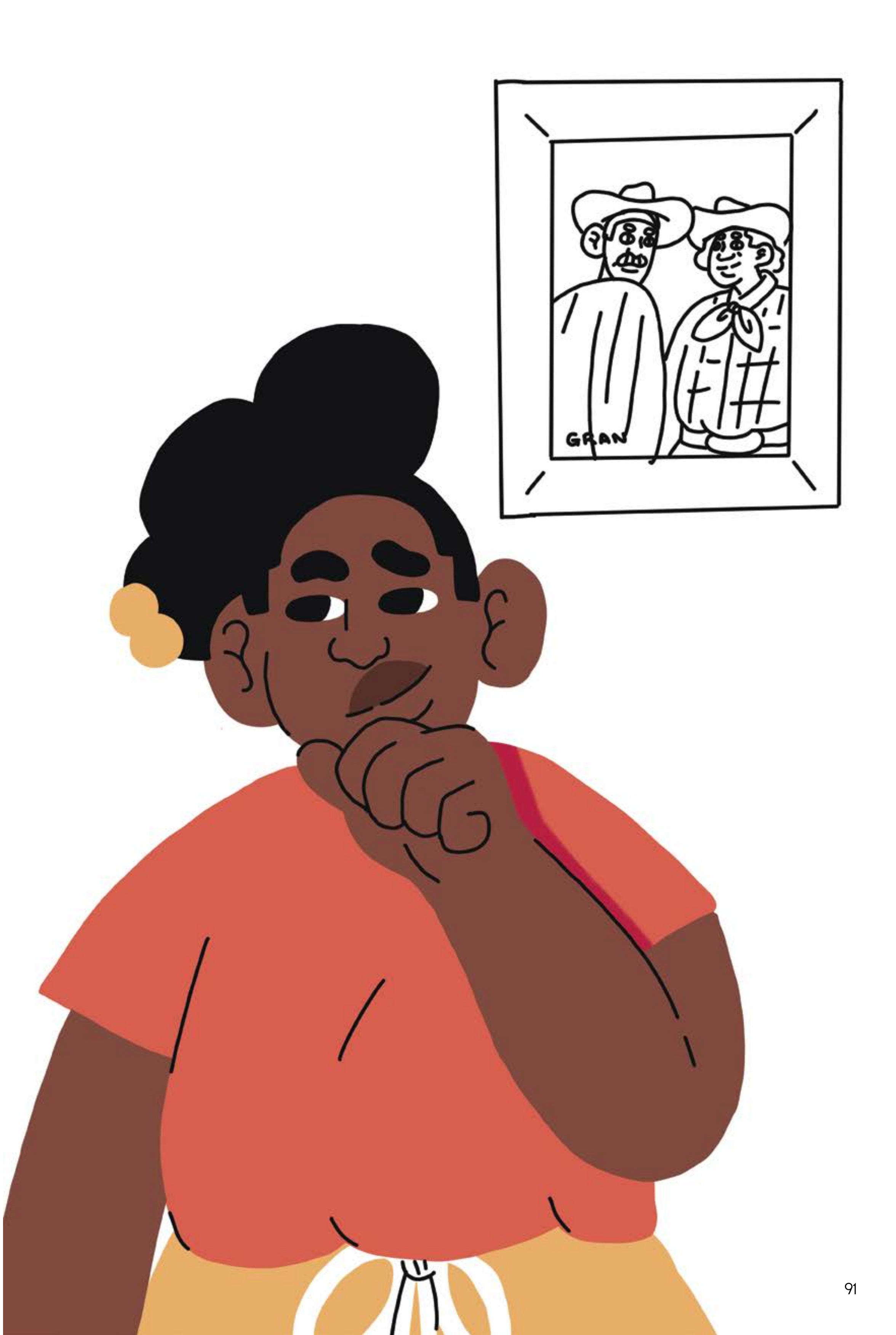
"Gran," Jen asks, "is Tex mad at us?"

"Mad?" Gran asks. "Why?"

"He s**ee**ms odd," says Jen. "I said we went to the cr**ee**k and he just smil**e**d."

"And I said there were d**ee**r tracks at the cr**ee**k and all he did was nod," says Josh.

"It was Tex, but he did not act lik**e** Tex," says Jen.


GRAN

Just then, Gran grins. “We n**ee**d to t**a**k**e** a trip to the shed,” she says.

When Gran and the kids get to the shed, they s**ee** Tex. Then they s**ee** the man in the black hat.

Jen st**a**r**e**s at Tex and says, “If you are Tex, then who is that?”

“Kids,” says Gran with a big smi**le**, “m**ee**t Rex. Rex and Tex are twins!”

Gran's Mud Run

Gran, Tex, and the kids are at a track. Gran is all set to drive in a Mud Run. Three trucks are lined up side by side.

A man waves a flag and the trucks take off.

Gran is fast. She drives past the red truck and the black truck. She spins the tires and slings lots of mud on the black truck. Splat!

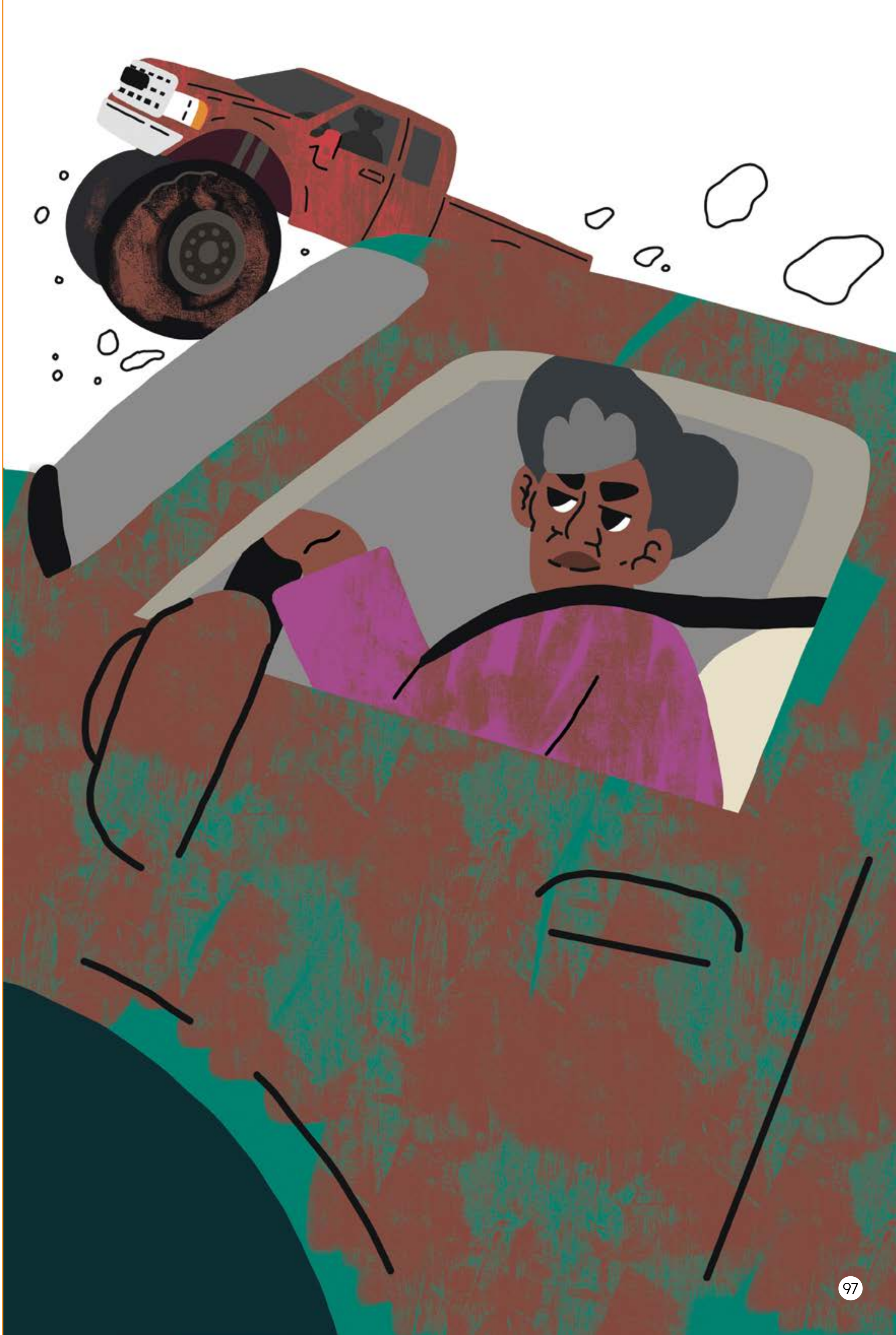
Josh and Jen cheer.

Gran dr**i**v**e**s fiv**e** laps. Then she gets stuck in d**ee**p mud.

The red truck sp**ee**ds by. Then the black one zips past. Gran rocks the truck. It hops from the trench.

Gran steps on the gas. With thr**ee** laps left, she zips past the black truck.

With one lap left, Gran is just in back of the red truck. The red truck slings lots of mud on Gran's truck. Gran can not s**ee** much, but she steps on the gas.



The red truck and Gran's gr**ee**n truck cross the l**i**n**e** s**i**d**e** by s**i**d**e**.

Gran hops from the truck and yells, "Did I win?"

"Yes!" the kids yell.

Gran w**i**p**e**s off some mud and asks, "What is my pr**i**z**e**?"

A man runs up with the pr**i**z**e**. He hands Gran a t**i**r**e** brush, a big box of rags, and some truck wax.

"Just what I n**ee**d!" says Gran.

1

Gran's Trip Home

Gran hugs Josh and Jen.

"Tex will t**a**k**e** you kids back in his truck," she says.

"Will you t**a**k**e** a bus?" Jen asks.

"N**o**p**e**," says Gran.

Gran w**a**v**e**s a map. "This will get me h**o**m**e**," she says.

3 MILE GULCH
map

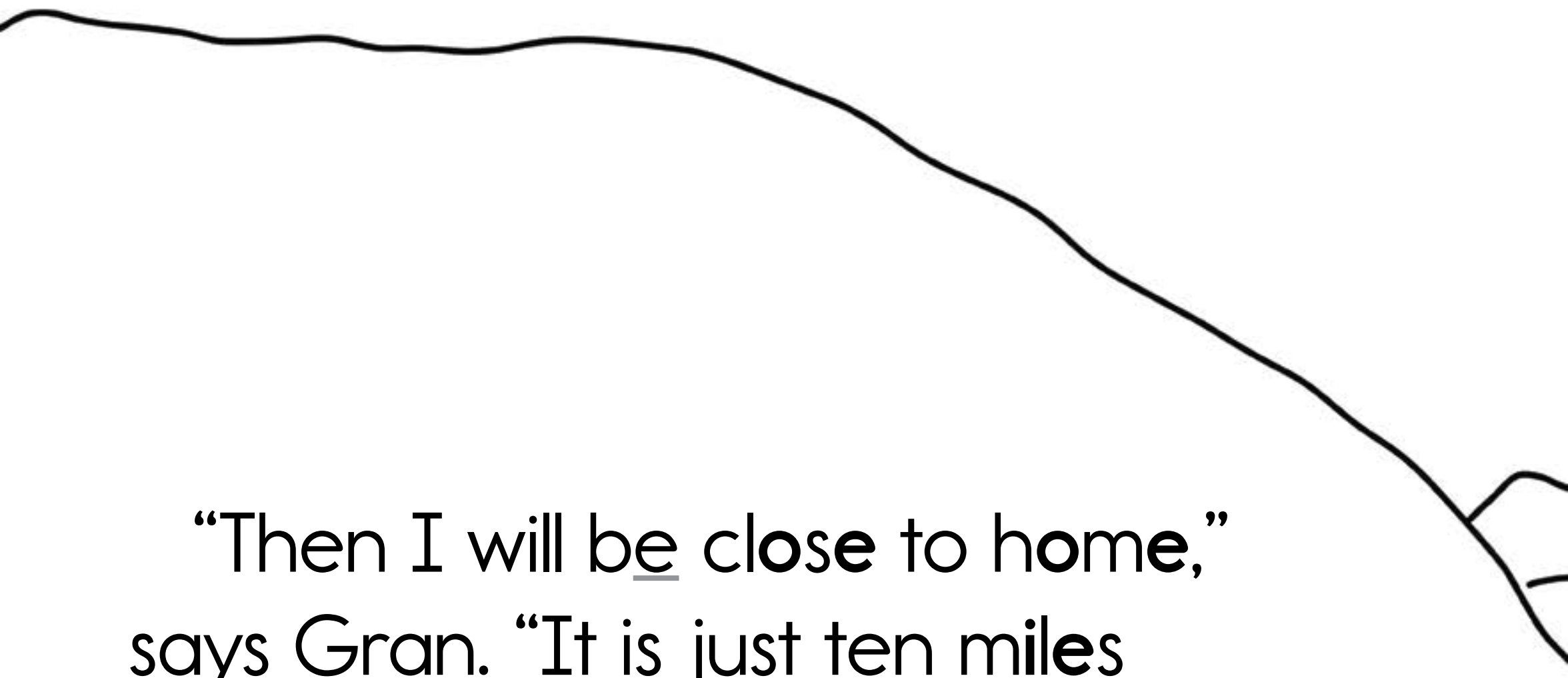
"S**ee** here?" she says. "We are here. I will rid**e** my bik**e** to Thr**ee** Mil**e** Gulch, which is here on my map. It will t**a**k**e** me a w**ee**k to get there."

"A w**ee**k!" says Josh.

Gran nods.

"I will **u**s**e** my r**o**p**e** to cross the gulch," Gran says. "Then I will hik**e** up to Pin**e** Hill. It's just nin**e** mil**e**s."

"Nin**e** mil**e**s!" says Josh.



"Then I will be close to home," says Gran. "It is just ten miles from Pine Hill to my home."

"Ten miles!" says Jen.

"You kids have got one heck of a gran!" says Tex.

As Gran sets off, the kids wave.

Gran waves back. "See you in six weeks!" she yells.

About this Book

This book has been created for use by students learning to read with the program. Readability levels are suitable for early readers. The book has also been carefully leveled in terms of its "code load," or the number of spellings used in the stories.

The English writing system is complex. It uses more than 200 spellings to stand for 40-odd sounds. Many sounds can be spelled several different ways, and many spellings can be pronounced several different ways. This book has been designed to make early reading experiences simpler and more productive by using a subset of the available spellings. It uses only spellings students have been taught to sound out as part of their phonics lessons, plus a handful of Tricky Words, which have also been deliberately introduced in the lessons. This means the stories will be 100% decodable if they are assigned at the proper time.

As the students move through the program, they learn new spellings and the "code load" in the decodable Readers increases gradually. The code load graphic on this page indicates the number of spellings students are expected to know in order to read the first story of the book and the number of spellings students are expected to know in order to read the final stories in the book. The columns on the opposite page list the specific spellings and Tricky Words students are expected to recognize at the beginning of this Reader. The bullets on the opposite page identify spellings, Tricky Words, and other topics that are introduced gradually in the unit this Reader accompanies.

Code Knowledge assumed at the beginning of this Big Book:

VOWEL SOUNDS AND SPELLINGS:

/i/ as in *skim*

/e/ as in *bed*

/a/ as in *tap*

/u/ as in *up*

/o/ as in *flop*

CONSONANT SOUNDS AND SPELLINGS:

/m/ as in *swim*, *swimming*

/t/ as in *bat*, *sitting*

/d/ as in *bid*, *add*

/k/ as in *cot*, *kid*, *hiccup*, *black*

/g/ as in *log*, *egg*

/n/ as in *run*, *running*

/h/ as in *ham*

/s/ as in *sit, hiss*

/f/ as in *fat*, *huff*

/v/ as in *vet*

/z/ as in *zip*, *buzz*, *dogs*

/p/ as in *tip*, *napping*

/b/ as in *rub*, *rubbing*

/l/ as in *lamp*, *bell*

/r/ as in *rip*, *ferret*

/w/ as in *wet*

/j/ as in *jog*

/y/ as in *yes*

/x/ as in *box*

/ch/ as in *chin*

/sh/ as in *shop*

/th/ as in *thin*

/th/ as in *then*

/qu/ as in *quilt*

/ng/ as in *king*

OTHER:

- Punctuation (period, comma, quotation marks, question mark, exclamation point)

TRICKY WORDS:

the, who, once, to, do, two, are, have, were, one, a, I, no, so, of, is, all, some, from, word, said, says, was, when, why, where, what, which, here, there

Code Knowledge added gradually in the unit for this Big Book:

- Beginning with "Gran's Trips": */ee/* as in *bee*
- Beginning with "The Pet": Tricky Word *he*
- Beginning with "King": */ae/* as in *cake*; Tricky Word *we*
- Beginning with "Where Is King?": Tricky Word *she*
- Beginning with "The Swim Meet": */ie/* as in *bite*; Tricky Words *they*, *their*
- Beginning with "The Tape": */oe/* as in *home*; Tricky Words *my*, *by*
- Beginning with "Fuzz and Mel": */ue/* as in *cute*
- Beginning with "The Sweet Shop": Tricky Word *you*
- Beginning with "The Trip West": Tricky Word *your*

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Grade 1 | **Skills 2** | Big Book

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Grade 1

Skills 2

Digital Components

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4. need
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6. seem
7. sleep
8. three
9. tree
10. deep
11. feel
12. free
13. meet
14. speed
15. street
16. week

/ee/ > ‘ee’	/ng/ > ‘ng’	Tricky Words
see	Hong Kong	when
street		here
three		from
steep		was
eels		which
feed		one
		where
		says
		there
		were
		what

/e/ > ‘e’	/ee/ > ‘ee’	Tricky Words
pet	teeth	says
		when
		was
		what
		be
		no
		he
		are

/ee/ > ‘ee’	/ae/ > ‘a_e’	Tricky Words
sweet	crate	there
Eek	takes	here
	snake	who
	scared	from
	safe	are
		one
		we

/k/	/ae/ > ‘a_e’	/ee/ > ‘ee’	Tricky Words
‘c’—crate	crate	peeks	there
‘ck’—back	vase	see	where
			here

/ie/>‘ie’	/ae/>‘a_e’
like	lane
lines	Make
five	wave
dive	
time	
smile	

/ee/ > ‘ee’	/ie/ > ‘i_e’	Tricky Words
reef	like	he
meet	Mike	she
see	ride	
eels	nine	
bees	miles	
	dive	
	glide	
	smile	
	time	
	hive	

/oe/ > ‘o_e’	/ie/ > ‘i_e’	/ae/ > ‘a_e’
broke	time	tape
close	like	gaze
those	smiles	grapes
stone		stares

1. big nose	4. Take notes.
2. home sweet home	5. rode a bus
3. red nose	6. Dig a hole.

/ae/ > ‘a_e’	/oe/ > ‘o_e’
tape	those
shades	notes

Tricky Words

when

one

you

/ae/ > ‘a_e’	/ie/ > ‘i_e’	/ee/ > ‘ee’	/ue/ > ‘u_e’
made	smiles	greet	mule
take	ride		
came	like		
plane	drives		
safe			
shakes			

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