

5

Grade 1

Skills 5 | Teacher Guide

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Skills 5

Teacher Guide

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Introduction

UNIT 5 OVERVIEW

Spelling Alternatives

In this unit you will begin teaching the spelling alternatives that make up the advanced code. Up to this point, students have mostly been learning the basic code. That is, they have learned one way to write each of the sounds in English, with the exception of /zh/. Thus far, they have learned only a handful of spelling alternatives:

- the 'k' spelling for /k/ as in *kite* (an alternative for 'c' as in *cat*)
- the double-letter spellings for consonant sounds ('ff' as in *stuff*, 'll' as in *bell*, 'ss' as in *dress*, 'ck' as in *black*, etc.)
- the 's' spelling for /z/ as in *is* and *dogs*
- the 'ed' spelling as a past-tense marker for /d/ as in *filled* and for /t/ as in *asked*

There are many more spelling alternatives to learn. In this unit and the next, the focus is on spelling alternatives for consonant sounds. These are less numerous and also less frequently used than the spelling alternatives for vowel sounds, which will be addressed later in the sequence of instruction.

Here are the sounds and spellings that are either reviewed or introduced in this unit:

- /p/ spelled 'p' and 'pp' (review)
- /b/ spelled 'b' and 'bb' (review)
- /k/ spelled 'c', 'k', 'cc', and 'ck' (review)
- /g/ spelled 'g' and 'gg' (review)
- /ch/ spelled 'ch' (review) and **'tch' (new)**
- /j/ spelled 'j' (review), **'g'**, and **'ge' (new)**
- /t/ spelled 't', 'tt', and 'ed' (review)
- /d/ spelled 'd', 'dd', and 'ed' (review)
- /f/ spelled 'f' and 'ff' (review)

- /v/ spelled 'v' (review) and **'ve' (new)**
- /r/ spelled 'r' (review) and **'wr' (new)**
- /l/ spelled 'l' and 'll' (review)

The majority of the spellings covered in this unit are review items. For example, consonant sounds that can be written with single- or double-letter spellings are review.

Note that the sounds have been organized and sequenced according to place of articulation, so sister sounds like /p/ and /b/ are taught on consecutive days. The unvoiced sound is taught first and the voiced sound is taught the following day. These groupings may be helpful because /p/ is the sound students are mostly likely to confuse with /b/, and vice versa. In some cases, sister sounds actually share spellings. For example, 'ed' is a spelling for both /d/ and /t/.

There is relatively little new code knowledge taught in this unit. That is deliberate. The hope is that this unit and the next one will give students a chance to ease into the world of spelling alternatives while they consolidate their knowledge of the basic code and have an opportunity to practice reading two-syllable words.

The Spelling Alternatives Lesson

Beginning in this unit and continuing until the end of the year, you will frequently teach what in this program is called the Spelling Alternatives Lesson. Each Spelling Alternatives Lesson begins with a note to the teacher in Advance Preparation. This note is meant to give you some background knowledge concerning the sound of the day and its spellings. A chart shows you which spellings for this sound are most common, and a list of bullet points identifies some common spelling patterns for the sound. The bulleted information is primarily for your information; there is no expectation that you will convey all of it to students. You might offer little bits of it, if and when occasions present themselves.

The first exercise in the lesson is usually an oral language exercise that involves hearing and saying the sound. After students have had a chance to hear and say the sound, you will (1) review the basic code spelling, (2) review any spelling alternatives introduced previously, and (3) introduce any new spelling alternatives.

After you have introduced the spelling alternatives, you will ask students to do a word sort. Many of these word sorts take the form of Spelling Trees for each sound. The Spelling Trees are fantastic visual representations of the power bars for each spelling, as each branch represents a spelling for that sound and the length of each branch represents the frequency of that spelling. The words to be sorted will all contain the sound, but some will have it spelled one way, and some will have it spelled another way. The students' task is to sort the words according to the spelling used for the target sound, and copy the words under the correct headings. During Spelling Tree activities, students will place "word leaves" on the correct branches of the Spelling Trees.

These sorting and copying exercises are powerful mechanisms for teaching spelling. Research has shown that copying a word by hand is one of the most effective ways—possibly the single most effective way—to learn to spell the word. The muscle movement involved in writing letters helps children remember the spelling. The sorting of words into spelling groups is also very helpful, as it helps students get a sense of which spellings are most common and also which ones are used in which situations. Most synthetic phonics programs that use these exercises report excellent performance on standardized spelling assessments.

Rules and Patterns Related to Spelling Alternatives

The note at the beginning of each Spelling Alternatives Lesson identifies some spelling patterns associated with a particular sound or sounds. It might state that a spelling is typically used, for example, at the beginning or end of a word, in two-syllable words, or after certain sounds. It is especially important that you as a teacher be aware of this predictable structure of the English language, though it is certainly not necessary for you to explicitly point out all of these patterns to students.

In addition, you should be familiar with the following guidelines and resulting spelling alternatives associated with the formation of plural nouns and root word changes when certain suffixes are added.

Formation of Plural Nouns

In this unit, you will explicitly introduce forming plural endings. Plural endings follow the same patterns as past-tense endings. The pronunciation varies from word to word in a predictable way, although most of us are not consciously aware of the pattern.

The ending *-s* is often used to indicate more than one of something (*nuts, dogs*). However, some words make plurals with *-es* (*dresses, blouses*). The ending *-s* is generally pronounced as voiceless /s/ when it follows a voiceless sound as in *ships, hats, trucks, cuffs, and baths*. It is generally pronounced as voiced /z/ when it follows a voiced sound in *dogs, globes, beds, hens, shelves, bars, stings, and drums*. The ending *-es* is pronounced /ez/ and follows the sounds /sh/, /ch/, /j/, /s/, /z/, and /x/, as in *dishes, beaches, bridges, prizes, houses, and foxes*. Note that the addition of the plural marker *-es* turns a one-syllable word into a two-syllable word.

Irregular plural nouns, such as *children* and *men*, will not be taught in this unit. The emphasis for Unit 5 is to explicitly teach and help children to recognize the spelling pattern for regular plural nouns. Students are taught that if a word ends in 'sh', 'ch', 's', or 'x', they will add 'es' to make the word plural.

Root Word Spelling Changes When a Suffix is Added

Patterns for root words and spelling changes are also explicitly taught. The rule of doubling consonant spellings is explained and illustrated as a pattern, making it easier to understand. You will teach students that if there is a short vowel word that ends in a single consonant, it will change to a double-letter spelling when a suffix is added. For example, *chip* changes to *chipping* and *chipped*, *hug* turns to *hugging* and *hugged*, *rub* turns to *rubbing* and *rubbed*, and *mop* turns to *mopping* and *mopped*. Students will also see that there are words that do not follow this pattern due to the number of ending consonant sounds or type of vowel sound, such as in these examples: *hunt* > *hunted*, *cloud* > *clouded*, or *pinch* > *pinched*.

Along with these explicit lessons, students will practice reading these highly patterned English spellings on a regular basis. Readers are exposed to many of the patterns as they read printed material and work with printed words. Students will not yet be taught how to add the suffix *-ing* to words with the magic 'e', such as *page* > *paging*.

When reading double-letter spellings for consonant sounds, you will find that most students will decode and read these words with ease; the challenge that students face occurs when they are spelling and writing words with suffixes. As students do word sorts and copy words containing the various spellings, they will hear you say phrases like, "You spell the /p/ in *hopping* 'pp'." As they read the stories in the Readers and as they process environmental print, students will begin to develop a better sense of which spellings to use when they are writing.

TRICKY SPELLINGS

As new spellings are introduced, some complexity is added to the reading process. Some of the spelling units that students have to process are ambiguous in the sense that they can stand for more than one sound. These ambiguous spellings are called "tricky spellings." This concept is not entirely new. You taught the tricky spelling 'oo' in Unit 3, and students have also been reading words with the tricky spelling 's', which can be pronounced /s/ or /z/.

The letter 'g' is a spelling that becomes "tricky" in this unit. Up to this point, students have only been asked to read words where 'g' is pronounced /g/. In this unit, students learn 'g' as a spelling for the /j/ sound as in *gem* and *germ*. This means that 'g' can be pronounced two ways. When students come across an unfamiliar word with a 'g' in it, they may need to "try it both ways" to determine the correct pronunciation. One way to talk about this is to say that there are two choices when they see the letter 'g'. The first and more likely choice is /g/; the second choice, if the first one does not sound right, or does not make sense in context, is /j/.

After we introduce 'g' as a spelling for /j/, we include a tricky spelling exercise in which students are given structured practice pronouncing the tricky spelling both ways to determine the actual pronunciation of a word. For example, we might ask them to read a sentence like this: *One thing that can make us sick is germs.*

Students are asked to “try it both ways”: Is it /g/ /er/ /m/ /z/ or /j/ /er/ /m/ /z/? As they work to answer that question, students should be encouraged to make use of the surrounding context. Context clues have been oversold and emphasized too soon in much “whole language” reading instruction, but here is a case where the student really should use context and their knowledge of oral language to help determine the pronunciation. The word *sick* is an important clue that the pronunciation here is /j/ /er/ /m/ /z/, not /g/ /er/ /m/ /z/. This, however, will only help if the student has heard the word *germs* spoken and has a rough sense of what germs are. This is one of the reasons why this program places so much emphasis on oral language development.

WARM-UPS

In some of the warm-ups for Unit 5, you will ask students to continue practice from Unit 4 in orally segmenting and blending two-syllable words. For the last two words in these Warm-Ups, you will write the spellings on the board for students to practice reading.

In another frequent type of warm-up in this unit, you will dictate a variety of consonant sounds that have more than one possible spelling. Students will write the spellings and thus review and practice the letter-sound correspondences for consonant sounds.

TRICKY WORDS

In this unit you will introduce the Tricky Words *how*, *stagecoach*, and *picture*. The vowel sound in *how* is tricky because the /ou/ sound is spelled 'ow'. The word *stagecoach* is introduced as a Tricky Word because it is used in one of the stories in the Reader. The tricky part is the vowel sound /oe/ spelled 'oa'. In the word *picture*, the letters 'ture' constitute the tricky part. They are pronounced /cher/. Please add the words *how*, *stagecoach*, and *picture* to your Tricky Word Wall.

DECODABLE READER: KATE'S BOOK

The Reader for this unit is called *Kate's Book*. It follows a Navajo girl named Kate who has various adventures during her summer vacation and eventually writes a book about them. The premise is that students are reading the book that Kate wrote, which her grandmother also illustrated. Note that there is no Big Book for this unit. If you feel that you need to demonstrate the stories to students, you can do one of the following: (1) Use the images found on the program's digital components site for this Reader, or (2) read from the Reader and let students follow along.

You should continue to observe student performance, monitoring as many individual students or reading groups as possible. Each story is accompanied by a set of discussion questions in the Teacher Guide. Please discuss these questions with students orally, and encourage them to answer in complete sentences.

The stories in this Reader are a bit longer, on average, than the stories in the previous Reader. The amount of text associated with each picture is also increasing. For students who require focused attention on decoding, have those students read the same story (or stories) repeatedly. Repeated reading has been shown to improve fluency. In some cases, it might also be useful to read the stories aloud to these students before they read them on their own. With this differentiated instruction, you will be able to keep the class working together and give students who are slower at decoding the kind of practice they need.

STORY QUESTIONS ACTIVITY PAGES

Story Questions Activity Pages are included for each story in the Reader. Some of the activity pages contain questions; others contain illustrations from the Reader. Students are asked to read the questions on the activity page and answer in complete sentences. Because students have now learned one spelling for every sound in English, with the exception of /zh/, they should be able to produce a phonemically plausible spelling for any word in their oral vocabulary. It therefore makes sense to begin giving frequent writing assignments.

It is premature to expect or require dictionary-correct spelling. What you can, and should, expect is that the student will write down a plausible representation of each sound in the word they are trying to write. You should expect that he or she will write each sound with one of the spellings you have taught for that sound. Keep in mind, however, that just because students know that some words have /r/ spelled 'wr' does not mean they know that a particular word has that spelling. Students need to read a lot of words before they can be asked to spell most words correctly. When assessing student performance, accept all phonetically plausible spellings without correction.

GRAMMAR

Students will learn about and practice changing nouns from singular to plural, as well as the way some root words change when adding the suffixes *-ing* and *-ed*. They will review nouns and verbs, including the identification and formation of present, past, and future tense, and will also review adjectives.

Additional grammar topics covered in this unit are sentence types, parts of sentences, and sentence building. Students will practice identifying and creating statements, questions, and exclamations, both orally and in writing. They will also practice creating longer sentences.

SPELLING

Weekly spelling lists and assessments continue in this unit. The spelling list words continue to be made up of words with letter-sound correspondences that students have already been introduced to in reading.

WRITING

In this unit, we continue formal instruction in the writing process by asking students to write a letter to Kate, expressing their personal opinion about their favorite parts of her book. Students will be encouraged to give reasons substantiating why a certain part is their favorite, citing examples from the text. All writing activities are presented in carefully scaffolded steps, modeled first by the teacher with the group, followed by additional student practice, with a gradual release of responsibility so students learn how to plan, draft, and edit pieces of writing.

A note about expectations regarding spelling accuracy during these writing activities is warranted. Although students will have learned many letter-sound spellings by the end of this unit, there are still quite a few spelling alternatives that remain to be taught in Grades 1 and 2. Students should be encouraged to use their existing code knowledge to spell and write the words they want to use. Plausible, but not dictionary-correct spelling, such as *hunee* for *honey* should be accepted at this point, though spelling can be corrected if written work is being prepared for “publication.”

Writing is one of the most tangible ways that teachers and students can gauge progress. Students enjoy looking back at their writing from time to time throughout the year to see how much they have grown as writers. For this reason, you should keep a portfolio of writing samples for each student. In addition, this portfolio will enable you to quickly review each student’s writing and analyze areas in need of attention.

Here are some suggestions to create and maintain student portfolios:

- Allow each student to decorate a plain manilla file folder. Keep the folders in a safe spot. Each time students write, file their work in their folder.
- Create a three-ring binder for each student. Then, hole-punch their writing and place in the notebook.
- If your school has a binder machine, bind a large number of sheets of blank copy paper. Bind a piece of construction paper to the front and allow students to decorate it.
- Consult with other teachers in your school to see if there are other ideas that might work well for your class.

You will be prompted in Lesson 17 to collect specific samples of student opinion writing.

UNIT 5 ASSESSMENT

Formative Assessments and Additional Support

In addition to the weekly spelling assessments, formative assessments are clearly marked for monitoring individual student performance and progress in the following key skills:

- oral reading of decodable stories

Observation records for recording student performance in the form of an Anecdotal Reading Record and Discussion Questions Observation Record are included in Teacher Resources.

- written response to story comprehension questions

You will be prompted to collect and review activity pages for specific lessons.

- sound/spellings taught in this unit: /ch/ > 'tch', /j/ > 'g', /j/ > 'ge', /v/ > 've', /r/ > 'wr'

Again, you will be prompted to collect specific activity pages.

Quick "Checks for Understanding" to evaluate classroom performance as a whole are also designated in 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 22, 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 that 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 complete a multipart Grammar Assessment, in which they will be asked to identify the nouns and verbs in a set of sentences; correctly punctuate another set of sentences with a period, question mark, or exclamation point; and expand sentences by adding adjectives and greater detail. Finally, they will be tested on their skill in creating the plural form of a set of nouns, as well as creating the past tense form of verbs using the *-ed* marker.

PAUSING POINT

An extensive listing of additional activities to teach and practice Unit 5 skills can be found in the Pausing Point section included after the last lesson. It is strongly recommended that you pause for two or three days and provide targeted remediation for individual or groups of students in any areas in which they performed poorly on the end-of-unit assessment.

In the Pausing Point, handwriting activity pages are provided. You may want to reproduce the handwriting pages and use them for morning or seat work.

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:

- Tricky Word Family Letter
- Tricky Word Flash Cards
- Trick Word Assessment Record: Beginning and End of Unit 5 (optional)
- Tricky Word Assessment List
- Anecdotal Reading Record—Unit 5
- Discussion Questions Observation Record—Unit 5
- Making a Spelling Tree
- Templates: Spelling Tree Leaves and Odd Ducks
- Lesson 5: Spelling Analysis Directions and Analysis of Student Spelling Errors
- Lesson 10: Spelling Analysis Directions and Analysis of Student Spelling Errors
- Lesson 15: Spelling Analysis Directions and Analysis of Student Spelling Errors
- The Writing Process
- “Take a Stand and Tell Why” Planning Template
- “Take a Stand and Tell Why” Drafting Template
- Lesson 20: Spelling Analysis Directions and Analysis of Student Spelling Errors
- Word Recognition Assessment Analysis Directions
- Word Recognition Assessment Class Record
- Grammar Assessment Analysis Directions
- Additional Support Activity Pages
- Activity Book Answer Key

ADDITIONAL MATERIALS NEEDED FOR UNIT 5

Some additional materials are needed for specific lessons of Unit 5. These materials are always listed in the Lesson at a Glance chart at the beginning of each lesson. For your convenience, a complete list of additional materials is included here. The number in parentheses indicates the first lesson in which the materials are used:

- blank yellow index cards for Tricky Word Wall (2)
- blank index cards (5 per student) (2)
- chart paper (1)
- yellow, green, and brown paper for the Spelling Trees (4)
- 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)

SPELLING ALTERNATIVES

Review /p/ > 'p'
and 'pp'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound. **TEKS 1.2.A.ii**

Students will recognize the spellings 'p' and 'pp' for /p/ and decode one-syllable and multisyllable words with those spellings. **TEKS 1.2.B.i**

Language (Grammar, Spelling)

Students will recognize and write common root words, will identify the meaning of words with the affixes -ed and -ing, and will recognize when to double the consonant when adding inflected endings to one-syllable, short-vowel words. **TEKS 1.2.B.v; TEKS 1.3.C**

Students will learn to add /s/ > 's' to the end of nouns to make them plural and will write singular and plural versions of nouns. **TEKS 1.3.C**

Students will spell and write one-syllable words containing r-controlled syllables and the Tricky Word *said*. **TEKS 1.2.C.i**

FORMATIVE ASSESSMENT

Activity Page 1.1

Inflectional Endings for Root Words

TEKS 1.2.B.v

Activity Page 1.2

Singular and Plural Nouns

TEKS 1.3.C

TEKS 1.2.A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words in isolation and in context by applying common letter-sound correspondences; (v) decoding words with inflectional endings including -ed, -s, and -es; **TEKS 1.3.C** Identify the meaning of words with the affixes -s, -ed, and -ing; **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.

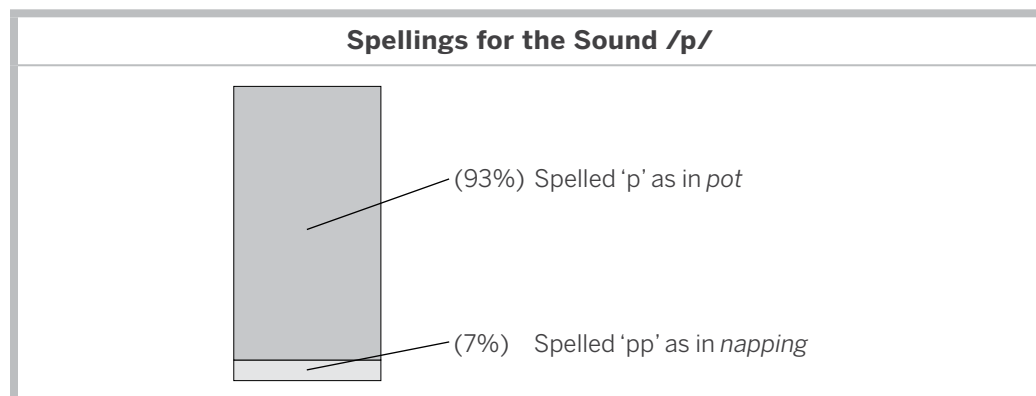
LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Complete the Sentences (Phonological Awareness)	Whole Group	5 min.	
Spellings for /p/ (Phonics)	Whole Group	5 min.	<input type="checkbox"/> Consonant Code Flip Book
Language (Grammar, Spelling)			
Root Words	Whole Group/ Independent	20 min.	<input type="checkbox"/> Activity Page 1.1
Plural Nouns	Whole Group/ Independent	15 min.	<input type="checkbox"/> Activity Page 1.2
Introduce Spelling Words	Whole Group	15 min.	
Take-Home Material			
Spelling Words			<input type="checkbox"/> Activity Page 1.3

ADVANCE PREPARATION

Note to Teacher

Today you will review the major spellings for the /p/ sound: the basic code spelling 'p' as in *pot* and the spelling alternative 'pp' as in *napping*. The following chart shows how common each spelling is.



Here are some patterns for you to be aware of:

- **'p'** is the most common spelling for /p/. It is used in most situations, including initial and final position, in the initial consonant clusters *pl-*, *pr-*, *sp-*, and *spl-* (*plus*, *price*, *spill*, *splash*), in the final consonant clusters *-pt*, *-pth*, *-lp*, *-mp*, and *-sp* (*swept*, *depth*, *gulp*, *swamp*, *lisp*), and with separated digraphs (*tape*, *stripe*).
- **'pp'** is never used in initial position and is not used in many one-syllable words. It is used mainly in doubling situations of the sort described in the introduction to this unit (*drip* > *dripping*) and after a short vowel in other multisyllable words (*copper*, *guppy*, *apple*).

Foundational Skills

- Prepare to display the Consonant Code Flip Book within view of all students. You may wish to tab page 1.

Language

- Draw three separate flowers on the board or chart paper, along with the roots for each, similar to the image in the Root Words activity.

Universal Access

- Gather pictures of words that start with 'p' for the Complete the Sentence activity: *puppy*, *pig*, *paper*, *pink*, *pancake*, *pants*, *popsicle*.
- Gather images of the singular and plural nouns listed in the Plural Nouns activity.

Lesson 1: Spelling Alternatives /p/ > 'p' and 'pp'

Foundational Skills



Primary Focus

Students will recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound. **TEKS 1.2.A.ii**

Students will recognize the spellings 'p' and 'pp' for /p/ and decode one-syllable and multisyllable words with those spellings. **TEKS 1.2.B.i**

COMPLETE THE SENTENCES (5 MIN.) **TEKS 1.2.A.ii**

- Tell students that today they are going to review the /p/ sound as in *pig*.
- Have students say the /p/ sound several times.
- Ask students whether /p/ is a vowel sound or a consonant sound. (*It is a consonant sound, made with the mouth closed and an obstructed airflow.*)
- Tell students that you are going to say some incomplete sentences, each of which is missing its last word. Explain that the missing words begin with the sound /p/.
- Read the first sentence in the following box, and have students raise their hands if they think they know the missing word.
- Have students say the missing word.
- Work through the remaining sentences in the same manner.

1. A baby dog is called a _____. (*puppy*)
2. An animal that says, "oink, oink," is a _____. (*pig*)
3. We write on sheets of _____. (*paper*)
4. If you mix the colors red and white, you get the color _____. (*pink*)
5. A round, flat breakfast food that some people pour syrup on is a _____. (*pancake*)
6. On my legs, I wear _____. (*pants*)
7. A frozen dessert that is served on a stick is a _____. (*popsicle*)

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Foundational Skills

Using Foundational Skills

Use the pictures you prepared in advance to provide visual support for words that start with 'p': *puppy, pig, paper, pink, pancake, pants, popsicle*.

ELPS 2.E

Challenge

After completing several of the sentences, ask students to think of a statement with a missing word that starts with the /p/ sound, and have their classmates identify the missing word.

TEKS 1.2.A Demonstrate phonological awareness by: (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound: **TEKS 1.2.B.i** Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences.

SPELLINGS FOR /P/ (5 MIN.)

- Tell students that you will review the spelling alternatives for /p/.

Consonant Code Flip Book

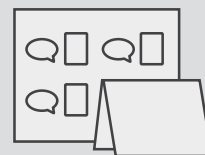
1. /p/ > 'p' (*pot*) **page 1**
2. /p/ > 'pp' (*napping*) **page 1**

- Turn to **Consonant Code Flip Book page 1**. Point to the 'p' and ask students to name the letter. Read the word *pot*, and remind students that 'p' can be used to spell /p/ in English words.
- Remind students that /p/ is a consonant sound that is written in red on the Spelling Card because when we say consonant sounds, parts of our mouth touch or are closed, blocking or "stopping" some of the air.
- Point to the power bar under the 'p', and ask students what the bar means. (*It means that 'p' is a very common spelling for /p/.*)
- Write 'p' on the board, along with the two sample words listed in the following box.
- Ask students to tell you another spelling for /p/ that they have learned.
- Repeat the previous steps, reviewing with students the sample word and the power bar on the Spelling Card.
- Write 'pp' on the board, along with the two sample words listed in the following box.

1. p: *pond, up*
2. pp: *happ•en, clapp•ing*

- Remind students that 'p' is the most common spelling for /p/.

Code Materials



Lesson 1: Grammar, Spelling

Language



Primary Focus

Students will recognize and write common root words, will identify the meaning of words with the affixes -ed and -ing, and will recognize when to double the consonant when adding inflected endings to one-syllable, short-vowel

✦ words. **TEKS 1.2.B.v; TEKS 1.3.C**

Students will learn to add /s/ > 's' to the end of nouns to make them plural and will

✦ write singular and plural versions of nouns. **TEKS 1.3.C**

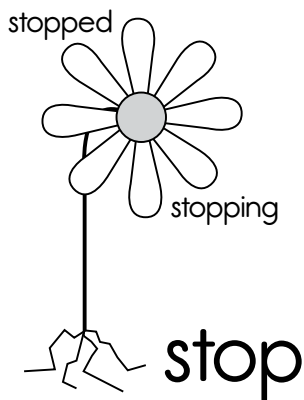
Students will spell and write one-syllable words containing r-controlled syllables

✦ and the Tricky Word *said*. **TEKS 1.2.C.i**

✦ **ROOT WORDS (20 MIN.)** **TEKS 1.3.C**

- Remind students that in Unit 4 they practiced reading and writing two-syllable words. Some of the two-syllable words they read had a root word with an ending added to it, such as *-ing* and *-ed*. Explain that word endings are also called suffixes.
- Direct students' attention to the first flower you prepared in advance. Point to the roots of the flower, and explain that the roots stay in the ground and help to keep the flower in place.
- Label the roots of the flower with the word *stop*. Explain that *stop* is a root word.
- Tell students that next to the petals of the flower you will now write the root word *stop* with different suffixes.
- Write *stopping* by one of the flower petals. Ask students to use the word *stopping* in a sentence.
- Besides the suffix *-ing*, ask students whether they notice any other difference between the root word and *stopping*. Point out that the letter 'p' at the end of *stop* is doubled when the suffix is added.
- Next write *stopped* by another flower petal, asking students to use the word in a sentence. Again ask whether they notice any differences between this new word and the root word, besides the suffix *-ed*.
- Direct students' attention to the second flower you prepared in advance. Repeat the process with the words *tap*, *tapped*, *tapping*.

✦ **TEKS 1.2.B.v** Demonstrate and apply phonetic knowledge by decoding words with inflectional endings including -ed, -s, and -es; **TEKS 1.3.C** Identify the meaning of words with the affixes -s, -ed, and -ing; **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.



- Direct students' attention to the third flower you prepared in advance. Repeat the process again with the words *mop*, *mopped*, *mopping*.
- Ask if students see a pattern. If they do not see the pattern, underline the double-letter spellings, and explain that the final consonant letter in each root word was doubled when a suffix was added.
- Explain that when you add a suffix to a one-syllable root word with a short vowel sound followed by a single consonant, you double the consonant before adding the suffix.
- Return to each of the root words to verify that this is the case. For example, ask students, "How many syllables is the root word *stop*?" (*One; you may clap to show it is one syllable.*)
- Ask students, "Does *stop* have a short vowel sound?" (Circle the 'o' and say the /o/ sound to show it is a short vowel sound.) Ask, "Does *stop* end in a single consonant?" (*yes*)
- Tell students that because *stop* is a one-syllable word with a short vowel sound and a single consonant ending, the final consonant is doubled when adding *-ing* or *-ed*.
- Verify *tap* and *mop* in the same way.
- Have students turn to Activity Page 1.1. Remind students to write the date beneath their names on the activity page.
- Review first the completed example using the root word *sip*.
- Read the first word, *sip*, carefully explaining the shift in the spelling across the suffix columns.
- Have students look at the word *sip* and tell you how many syllables it has. Remind students that one-syllable words have one vowel sound.
- Confirm that the word *sip* has one syllable. Have students look to see if it has a short vowel in it and if it ends in a single consonant. (*Yes, the 'i' in sip is a short vowel. Yes, 'p' is a single consonant.*)
- Explain that because *sip* is a one-syllable word that has a short vowel sound and ends in a single consonant, an extra 'p' is added before adding the suffixes *-ed* and *-ing* to *sip*. *Sip* turns to *sipped* and *sipping*.
- Point out *sipped* and *sipping* in the next column. Ask students to circle the double consonant spelling, and underline the suffixes *-ed* and *-ing*.
- Complete the remainder of the activity page as a class, reviewing the pattern as you go along.

Challenge

Have students complete the activity page independently.

Activity Page 1.1



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Foundational Skills

Foundational Literacy Skills

Have students clap the root words to hear that they are one-syllable words. Then have them repeat the short vowel with you. Next, ask students to count the number of consonants at the end of the word to help them determine whether to double the consonant or not.

ELPS 2.C; ELPS 3.A

Support

As students complete the activity page, ask questions to support their understanding, such as: “Is this a one-syllable word?”, “Is there a short vowel, and does the syllable end in one consonant? If so, what do we do?”, “If there is a short vowel and the syllable ends in two consonants, what do we do?”

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Language

Using Nouns and Noun Phrases

Use the images of the singular and plural nouns you prepared in advance to help students identify a noun as singular or plural.

ELPS 2.E; ELPS 3.J

- When you work on the words *stamp* and *jump*, be sure to point out that even though each of these words is one syllable with a short vowel, they do not end in a single consonant. Instead, two consonants—‘mp’—follow the short vowel sound. The final consonant is, therefore, not doubled.



Activity Page 1.1: Inflectional Endings for Root Words

Collect and review Activity Page 1.1. Students who did not correctly add *-ed* and/or *-ing* to the root words may benefit from additional practice at a later time.

PLURAL NOUNS (15 MIN.)

- Ask students to tell you the part of speech that names people, places, or things. (*nouns*)
- Explain that, many times, nouns can be counted.
- Count the following items up to four, using your fingers, and have students repeat after you.

1. one cat, two cats, three cats, four cats
2. one dog, two dogs, three dogs, four dogs
3. one chick, two chicks, three chicks, four chicks

- Point out that when you counted to two, three, and four, the words changed. Write each of the words on the board, explaining that, for example, *cat* became *cats*, *dog* became *dogs*, and *chick* became *chicks*. Point out that the letter ‘s’ added to the end of a noun signals that there is more than one of something.
- Explain that these words became plural nouns (i.e., nouns designating more than one of something, when the letter ‘s’ was added).
- Next explain that you will say a noun and hold up your fingers to indicate how many there are.
- Tell students to say the number and then the plural form of the noun. For example, say *cat* and hold up four fingers. Students should say, “four cats.”
- Then write the word *cats* on the board underlining the letter ‘s’.



Check for Understanding

Ask students what adding 's' to a noun means. (*the noun is plural*)

- Repeat with the remaining nouns and numbers.

1. cake	2 (<i>two cakes</i>)
2. hat	1 (<i>one hat</i>)
3. ship	2 (<i>two ships</i>)
4. thing	1 (<i>one thing</i>)
5. cook	5 (<i>five cooks</i>)
6. fork	6 (<i>six forks</i>)
7. street	4 (<i>four streets</i>)

- Have students turn to Activity Page 1.2. Review the directions. Tell students they should write the words as a plural nouns if the picture shows more than one thing.
- Complete the first item as a class, and then ask students to complete the remainder of the activity page independently.

Activity Page 1.2



Activity Page 1.2: Singular and Plural Nouns

Collect and review Activity Page 1.2. Students who did not correctly identify nouns as singular and/or plural may benefit from additional practice distinguishing between singular and plural nouns at a later time.

**INTRODUCE SPELLING WORDS (15 MIN.)****TEKS 1.2.C.i**

- Tell students that this week’s spelling words include r-controlled vowel spellings, as well as one Tricky Word they have already learned to read.
- Write the following headers on the board in columns: /er/ > ‘er’, /ar/ > ‘ar’, and /or/ > ‘or’.
- Read and write each spelling word, and have students repeat the word after you.
- Ask students to use each word in a sentence, making sure to explain the meaning of any words they may not know. The words for this week are:

/er/ > ‘er’	/ar/ > ‘ar’	/or/ > ‘or’	Tricky Word
herd	barns	horn	said
verb	park	porch	
		short	

- Remind students they will have an assessment at the end of the week, so it is important to practice their spelling words at home.

~~~~~  
 End Lesson  
 ~~~~~

Take-Home Material

SPELLING WORDS

- Have students take home Activity Page 1.3 to practice their spelling words with a family member.

Activity Page 1.3



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 1: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLING ALTERNATIVES /P/ → 'P' AND 'PP'

Word Sort

- Write the headers 'p' and 'pp' on the board/chart paper.
- Copy **Activity Page TR 1.1** and cut out the word cards.
- Pass out the cards to individual students or pairs of students.
- Have students read the word on their card and determine how the /p/ sound is spelled.
- Help students tape their word cards under the appropriate header.
- Read the sorted words aloud as a group.
- Have students select two words from each column and write a sentence for each word, either in pairs or individually.

MORE HELP WITH R-CONTROLLED VOWELS

Chaining

- You will chain the following words on whatever medium you have used in previous units.

1. car > tar > far > for > fort > form > fork > pork > perk > perm
2. her > herd > hard > card > cord > corn > horn > worn

- Tell students you are going to write the word *car*.
- As you write the word *car*, use think-aloud strategies to describe the steps involved in writing the word:
 - “Let’s see, I want to write the word *car*. First I have to say and listen to the sounds: /k/ . . . /ar/. There are two sounds in the word *car*. I’ll need to write a spelling for each of these sounds. So first I will write the spelling or letter for /k/ because it is the first sound. Then I will write the spelling or letter(s) for /ar/ because it is the next sound.”

- Use think-aloud strategies to describe the steps involved in reading the word.
 - “If I want to read the word, I need to start at the left, look at the first letter, and then remember and say the sound it stands for. Then I need to look at the next letters and say the sound they stand for. Then I blend the sounds together to read and say the word: /k/ . . . /ar/ . . . *car*.”
- Ask students to segment and then blend the word *car*.
- Explain that you can make a new word by changing, taking away, or adding a single letter/sound unit.
- Erase ‘c’ and write ‘t’ to create *tar*. As you make this change, say, “If this is *car*, what is this?” Encourage all students to respond orally.
- Continue this process as you complete the chains.

TRICKY WORDS

Introduce: How

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will segment two-syllable words with up to six phonemes.

✦ **TEKS 1.2.A.vii**

✦ Students will read and write the Tricky Word *how*. **TEKS 1.2.B.vi; TEKS 1.2.C.iv**

Language (Grammar)

Students will decode words with inflectional endings, including -s

✦ and -es. **TEKS 1.2.B.v**

✦ Students will identify the meaning of words with the affix -s. **TEKS 1.3.C**

Reading

Students will read “A Letter from Kate” with purpose and understanding; will answer oral literal, inferential, and evaluative questions about key details in the text; and will answer written short-answer and multiple-choice questions about

✦ the text. **TEKS 1.2.B.i; TEKS 1.6.G; TEKS 1.7.C**

FORMATIVE ASSESSMENT

Activity Page 2.1

Singular and Plural Nouns

✦ **TEKS 1.2.B.v**

Observation

Anecdotal Reading Record “A Letter

✦ **from Kate” TEKS 1.2.B.i**

Observation

Discussion Questions “A Letter from Kate”

✦ **TEKS 1.6.G; TEKS 1.7.C**

Activity Page 2.2

Story Questions “A Letter from Kate”

✦ **TEKS 1.7.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.vi** Demonstrate and apply phonetic knowledge by 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; **TEKS 1.2.B.v** Demonstrate and apply phonetic knowledge by decoding words with inflectional endings including -ed, -s, and -es; **TEKS 1.3.C** Identify the meaning of words with the affixes -s, -ed, and -ing; **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; **TEKS 1.7.C** Use text evidence to support an appropriate response.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Segment and Blend Two-Syllable Words (Phonological Awareness)	Whole Group	10 min.	
Introduce Tricky Word: <i>How</i> (Word Recognition)	Whole Group	5 min.	<input type="checkbox"/> yellow index card <input type="checkbox"/> tape <input type="checkbox"/> one blank index card per student
Language (Grammar)			
Plural Nouns	Whole Group	25 min.	<input type="checkbox"/> Adding -es to Form Plural Nouns (Digital Components) <input type="checkbox"/> Activity Page 2.1
Reading			
Introduce the Reader and the Story	Whole Group	20 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "A Letter from Kate"			<input type="checkbox"/> <i>Kate's Book</i> <input type="checkbox"/> Activity Page 2.2

ADVANCE PREPARATION

Note to Teacher

For oral segmenting and blending activities, continue to review the different types of two-syllable words students learned in Unit 4: compound words, root words with suffixes, and other types of two-syllable words in which the individual syllables cannot stand alone as separate words.

In the segmenting and blending exercise, the last two words have been marked with an *. For these words, ask students to segment each syllable and tell you how to spell the word, syllable by syllable, so you can write the word on the board.

Also, there is no Big Book for the Reader in this unit, *Kate's Book*.

Foundational Skills

- Look at each word in the box in Segment and Blend Two-Syllable Words and notice where they are marked with a syllable divider.
- Write the Tricky Word *how* on a yellow index card.

Language

➤ Digital Component 2.1

- Prepare a chart with the following headers, or use the digital version (Digital Component 2.1): 'sh', 'ch', 's', 'x'.

Reading

- This Reader will introduce several special Tricky Words that are necessary to better tell the story of Kate and her Navajo heritage. The new Tricky Words will be introduced at the beginning of each story in which they appear. Please go over these words with students before reading each story. These special Tricky Words will not be added to the regular Tricky Word instruction or review.
- At the start of each week, prepare the Anecdotal Reading Record provided in Teacher Resources. Over the course of the week, be sure to listen to each student read at least once and note student performance in the Anecdotal Reading Record.
- At the start of each week, prepare the Discussion Questions Observation Record provided in Teacher Resources. Over the course of the week, be sure to ask each student to respond to at least one discussion question. Make notes regarding each student's ability to respond in complete sentences and answer literal, inferential, and evaluative questions.

➤ Digital Component 2.2

- Create the Preview Spellings chart for Introduce the Story on the board/ chart paper, or use the digital version (Digital Component 2.2).

• Universal Access

- Provide pictures or real objects of items that will be discussed during the Plural Nouns activity.
- Prepare to display and use a map of the United States when previewing the Core Vocabulary in the story.

Start Lesson

Lesson 2: Tricky Word: How Foundational Skills



Primary Focus

Students will segment two-syllable words with up to six phonemes.

✦ **TEKS 1.2.A.vii**

✦ Students will read and write the Tricky Word *how*. **TEKS 1.2.B.vi; TEKS 1.2.C.iv**

SEGMENT AND BLEND TWO-SYLLABLE WORDS (10 MIN.)

- Say the first word from the box, *weekday*, and ask students to tell you how many syllables there are. Remind students that every syllable has a vowel sound; clap the number of syllables, if necessary.
- Point out that this two-syllable word is a compound word (i.e., a word made up of two separate, single-syllable words). In this case, the words *week* and *day* are two separate words that make up the word *weekday*.
- Repeat the word *weekday*, pausing slightly between the syllables.
- Now say the first syllable in a segmented fashion, marking each sound with a finger tap, beginning with a thumb-forefinger tap (/w/ /ee/ /k/).
- Say the second syllable in a segmented fashion, returning to the thumb-forefinger tap for the first sound (/d/ /ae/).
- Say the blended word while making a fist.
- Have students repeat the entire segmenting and blending process after you.



✦ **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.vi** Demonstrate and apply phonetic knowledge by 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.

- Continue this process with the remaining words. Point out whether the word is a compound word, a root word with a suffix, or a word where the individual syllables cannot stand alone as separate words.

1. week•day (3+2) /w/ /ee/ /k/ • /d/ /ae/
2. mail•man (3+3) /m/ /ae/ /l/ • /m/ /a/ /n/
3. four•teen (2+3) /f/ /or/ • /t/ /ee/ /n/
4. *car•pet (2+3) /k/ /ar/ • /p/ /e/ /t/
5. *pan•cake (3+3) /p/ /a/ /n/ • /k/ /ae/ /k/

*Have students provide the spellings for these words, syllable by syllable, as you write the words on the board/chart paper.

INTRODUCE TRICKY WORD: HOW (5 MIN.)

- Write the Tricky Word *how* on the board, and ask students how they would pronounce it by blending. (*They might say something like /h/ /o/ /w/.*)

Note: Alternatively, you can ask students how they would spell the word *how*. They will probably come up with the spelling 'hou'. Explain that in this word the sound /ou/ is spelled 'ow' instead of 'ou', just like in the Tricky Word *down*.

- Explain that we actually pronounce this word /h/ /ou/ as in, "How old are you?"
- Circle the letter 'h' and explain that it is pronounced just as one would expect, as /h/.
- Underline the letters 'o' and 'w', and explain that they are the tricky part of the word. The 'o' and 'w' stand for the /ou/ sound.
- Tell students that when reading the word *how*, they have to remember to pronounce the letters 'o' and 'w' as /ou/.
- Tell students that when writing the word *how*, they have to remember to spell the /ou/ sound with the letters 'o' and 'w'.
- Have students copy the word on an index card, underline the tricky part of the word, and place the card in their Tricky Word envelope or plastic bag.

Lesson 2: Grammar

Language



Primary Focus

Students will decode words with inflectional endings, including -s

✦ and -es. **TEKS 1.2.B.v**

✦ Students will identify the meaning of words with the affix -s. **TEKS 1.3.C**

✦ PLURAL NOUNS **TEKS 1.2.B.v; TEKS 1.3.C**

- Remind students that in the previous lesson they practiced changing a singular noun that names just one thing to a plural noun that names more than one thing.
- Tell students that a noun that names one thing is called a *singular noun*. Ask students to provide an example of a singular noun, or a noun that names just one thing.
- Tell students that they will now practice changing singular nouns to plural nouns.
- Hold up a pen, and write the word *pen* on the board. Ask students how many objects you are holding up. (*one*)
- Hold up two pens, and ask students how many you are holding up now. (*two*) Ask students how they would say the word to mean “more than one pen.” (*pens*)
- Ask students how to spell the word *pens*, as you write it on the board and call attention to the addition of the letter ‘s’. Point out that the ‘s’ in this plural noun is not pronounced /s/. The ‘s’ in *pens* has the buzzy sound /z/.
- Repeat with other nouns listed in the following box, writing both the singular and plural forms on the board. Point out the addition of an ‘s’ to each singular noun to make a plural noun.

1. pal
2. finger
3. dog
4. marker
5. tablet

ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Remind students that they can feel buzzy sounds vibrate by placing their fingertips on their voice boxes as they pronounce the words.

ELPS 1.B

✦ **TEKS 1.2.B.v** Demonstrate and apply phonetic knowledge by decoding words with inflectional endings including -ed, -s, and -es; **TEKS 1.3.C** Identify the meaning of words with the affixes -s, -ed, and -ing.



Check for Understanding

Write the word *dish* on the board. Ask students if this is a singular noun that names one thing or a plural noun that names more than one thing.

(*singular noun*)

- Tell students that you want to make the word *dish* plural. Add 's' to the word. Have students try to say the word in its plural form with just an 's' at the end. Ask if it sounds correct to say /d/ /i/ /sh/ /s/. (*no*) Have them listen carefully as you say the word correctly: /d/ /i/ /sh/ /e/ /z/.
- Explain that it is sometimes necessary to add 'es' to the end of a word, instead of just 's', to make it plural. Write the word *dishes* on the board.

➤ Digital Component 2.1

- Direct students' attention to the chart you prepared in advance. Tell students that if a word ends in 'sh', 'ch', 's', or 'x', they must add 'es' to the end of the word in order to make the plural form of the word. Have them say each of the sound/spellings in the chart to hear the sounds they make.
- Say the word *wish*, and ask students under which column this word should be written. ('sh') Have students provide the correct spelling for making *wish* a plural noun. Repeat with the following words:

1. dress
2. box
3. church
4. ditch
5. fox

'sh'	'ch'	's'	'x'
wishes dishes	churches ditches	dressess	boxes foxes

Challenge

Have students generate additional words to add to the chart.

Activity Page 2.1



Support

Have students refer to the chart created during the lesson, with words ending in 'sh', 'ch', 's', 'x', to determine if 's' or 'es' is needed to make a noun plural. You may also wish to provide the singular spelling for students, asking them to copy the singular word and make it plural.

Reader



Page 1

- Repeat with the word game. When students realize the word does not end in any of the four spellings in the columns, ask them how to spell the plural form to mean more than one game. (*add 's' only*) Ask students why the word only needs an 's' added to make it plural. (*The word game does not end in one of the sound/spellings in the chart so only 's' needs to be added to make it plural.*)
- Have students turn to Activity Page 2.1. Complete the activity page as a class.



Activity Page 2.1: Singular and Plural Nouns

Collect and review Activity Page 2.1. Students who did not correctly identify nouns as singular or plural may benefit from additional practice distinguishing between singular and plural nouns. Also, students who did not correctly spell plural nouns may benefit from additional practice distinguishing between singular nouns that need 's' added to become plural and singular nouns that need 'es' added to become plural.

Lesson 2: "A Letter from Kate"

Reading



Primary Focus: Students will read "A Letter from Kate" with purpose and understanding; will answer oral literal, inferential, and evaluative questions about key details in the text; and will answer written short-answer and multiple-choice questions about the text. **TEKS 1.2.B.i; TEKS 1.6.G; TEKS 1.7.C**

INTRODUCE THE READER AND THE STORY (10 MIN.)

- Tell students they will start a new Reader today. Write the title of the Reader, *Kate's Book*, on the board. Ask students, "Who does the book belong to? How do you know?" (*Kate; the apostrophe*)
- Tell students that the stories in this Reader are told by a girl named Kate Nez. Another way to say this is that Kate is the narrator of each chapter of the book. Explain that *narrator* is a word that describes who is telling the story.
- Explain that Kate writes about a summer she spent with her Doba, which is the Navajo name for a grandmother. The Navajo are a Native American tribe, or group of people, who originally came from the Southwestern United States. Today, Navajo people can live all over the United States.

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; **TEKS 1.7.C** Use text evidence to support an appropriate response.

Remind students that they read stories about another grandmother in *Gran* earlier this year. Like Gran, Doba is active and enjoys spending time with her grandchildren.

- Tell students that, in addition to Kate and Doba, they will meet other characters in the different stories.
- Distribute the Readers. Remind students that the story is about a Navajo girl named Kate. Have students look through the pictures and images in the Reader. Ask students what they notice about the pictures and images. (*Answers may vary.*)
- Direct students' attention to the symbols that decorate some of the pages. Ask students to describe the symbols. (*Answers may vary, but should include that there are zigzags, colors, and other geometric shapes.*)
- Explain to students that the images are based on traditional Navajo weaving designs. *Weaving* means interlacing yarn or threads together to make a cloth. The design with the cross shape has a special meaning. In Navajo culture, the Spider Woman taught the Navajos how to weave, and the cross shape refers to the Spider Woman as the original teacher of weaving. Other shapes are inspired by the landscape that the Navajo people call home and include shapes like mountains, canyons, stars, and storm clouds. Explain to students that they will hear a story about Spider Woman later in the unit.
- Look at the list of story titles in the table of contents. Ask students what they will likely read first, based on the title of the first story. (*a letter from Kate*)

Preview Spellings

- Remind students that in the Reader, two-syllable words are separated by the • symbol.
- Please preview the following spellings before reading today's story. The special Tricky Word for today's story is *Doba*, which is pronounced /d/ /oe/ • /b/ /ə/ or doe • buh. Have students practice reading and saying *Doba* several times before reading.

➤ Digital Component 2.2

/er/ > 'er'	/ar/ > 'ar'	/or/ > 'or'	Other Two-Syllable Words	Tricky Word
summ•er lett•er	art•ist start	bor•ing	vis•it cab•in fin•ished	Do•ba

Support

Point out the region known as the West on a map of the United States.

Preview Core Vocabulary

- Please 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.

artist—n., a person who creates art, such as paintings and drawings (1)
Example: The painting was done by a wonderful artist.

cabin—n., a small house that is often made from wood logs and located away from towns and cities (1)
Example: We stayed in a cabin in the mountains.

the Southwest—n., a region of the United States (1)
Example: I have never been to the Southwest before.

Vocabulary Chart for "A Letter from Kate"

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		artist	cabin
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	the Southwest		

Purpose for Reading

- Tell students to read the letter from Kate to find out more about Kate and Doba.

READ "A LETTER FROM KATE" (10 MIN.)

Whole Group

- Read the story as a class, allowing students to take turns reading aloud. Encourage students to read with expression, modeling this for them as necessary. The rest of the class should follow along in their Readers as a classmate reads aloud.



Observation: Anecdotal Reading Record

As you listen to students read "A Letter from Kate," make notes regarding their individual reading ability in the Anecdotal Reading Record.

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.

Discussion Questions for “A Letter from Kate”

1. **Literal.** Who is the narrator of this story? Who is telling the story?
 - » Kate Nez is the narrator telling the story.
2. **Literal.** Who is Doba?
 - » Doba is Kate’s grandmother.
3. **Literal.** When did Kate stay with Doba?
 - » Kate stayed with Doba last summer.
4. **Inferential.** Kate was sad at the beginning of the summer. Why did she feel this way?
 - » Kate was sad at the beginning of the summer because she thought it would be a boring summer.
5. **Evaluative.** Kate said she ended up having a lot of fun. What types of things might she have done with Doba?
 - » Answers may vary.



Observation: Discussion Questions

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

- Ask students to complete Activity Page 2.2.



Activity Page 2.2: Story Questions

Collect and review Activity Page 2.2 to monitor students’ understanding of “A Letter from Kate.”



Reading

Reading/Viewing Closely

Beginning

Restate some of the discussion questions as yes/no questions (e.g., “Was Kate happy at the beginning of the summer?”).

Intermediate

Provide sentence starters for student responses (e.g., “At the beginning of the summer, Kate felt . . .”).

Advanced/Advanced High

Encourage students to expand on their own and/or build from other students’ responses.

ELPS 4.G

Activity Page 2.2



Lesson 2: Foundational Skills Remediation

Additional Support

**MORE HELP WITH SEGMENTING AND BLENDING
TWO-SYLLABLE WORDS**

- Look at each word in the following box and notice where they are marked with a syllable divider.
- Say the first word from the box, *backpack*, and ask students to tell you how many syllables there are. Remind students that every syllable has a vowel sound; clap the number of syllables, if necessary.
- Point out that this two-syllable word is a compound word (i.e., a word made up of two separate, single-syllable words). In this case, the words *back* and *pack* are two separate words that make up the word *backpack*.
- Repeat the word *backpack*, pausing slightly between the syllables.
- Now say the first syllable in a segmented fashion, marking each sound with a finger tap, beginning with a thumb-forefinger tap (/b/ /a/ /k/).
- Say the second syllable in a segmented fashion, returning to the thumb-forefinger tap for the first sound (/p/ /a/ /k/).
- Say the blended word while making a fist.
- Have students repeat the entire segmenting and blending process after you.
- Continue this process with the remaining words. Point out whether the word is a compound word, a root word with a suffix, or a word where the individual syllables cannot stand alone as separate words.



1. back•pack (3+3) /b/ /a/ /k/ • /p/ /a/ /k/
2. book•case (3+3) /b/ /oo/ /k/ • /k/ /ae/ /s/
3. glass•es (4+2) /g/ /l/ /a/ /s/ • /e/ /z/
4. *farm•er (3+1) /f/ /ar/ /m/ • /er/
5. *rock•et (3+2) /r/ /o/ /k/ • /e/ /t/

*Have students provide the spellings for these words, syllable by syllable, as you write the words on the board/chart paper.

MORE HELP WITH PLURAL NOUNS

- Gather **images of the following items:**

1. dishes
2. book
3. cats
4. crayons
5. hat
6. chair
7. branches
8. boxes

- Have paper and pencils ready for students to use.
- Hold up one image and ask students to name what they see. Specifically ask students to indicate if the image represents a singular or plural noun.
- Have students write the noun that matches the image.
- Continue in this manner for the remaining images. Remind students that some plural nouns have 's' added to the end of singular nouns and some have 'es' added.
- Have students choose two plural nouns and write a sentence for each.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 603 and 764 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 604 and 767 of those words would be completely decodable.

How is one of the 500 most common words in most samples of written English. In a typical message of 1,000 words or more, *how* occurs 1 to 2 times.

3

SPELLING ALTERNATIVES

Review /b/ > 'b'
and 'bb'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will write the spellings for the consonant sound /b/ and seven other
 ✦ consonant sounds. **TEKS 1.2.B**

Students will isolate and pronounce sister sounds /b/ and /p/ in spoken
 ✦ single-syllable words. **TEKS 1.2.A.vi; TEKS 1.2.A.vii**

Language (Grammar)

Students will add the inflectional endings *-ed* and *-ing* to the end of root words,
 ✦ doubling the final consonant when necessary. **TEKS 1.2.B.v; TEKS 1.3.C**

Students will distinguish between questions and statements by identifying periods
 ✦ and question marks at the end of sentences. **TEKS 1.11.D.ix**

FORMATIVE ASSESSMENT

Written Response

Activity Page 3.1

Activity Page 3.2

Sound Dictation

✦ **TEKS 1.2.B**

Root Words and Inflectional Endings

-ed, -ing✦ **TEKS 1.2.B.v; TEKS 1.3.C**

Statements and Questions

✦ **TEKS 1.11.D.ix**

✦ **TEKS 1.2.B** Demonstrate and apply phonetic knowledge; **TEKS 1.2.A** Demonstrate phonological awareness by (vi) manipulating phonemes within base words; (vii) 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.v** Demonstrate and apply phonetic knowledge by decoding words with inflectional endings including *-ed*, *-s*, and *-es*; **TEKS 1.3.C** Identify the meaning of words with the affixes *-s*, *-ed*, and *-ing*; **TEKS 1.11.D.ix** Edit drafts using conventions of standard English, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences.

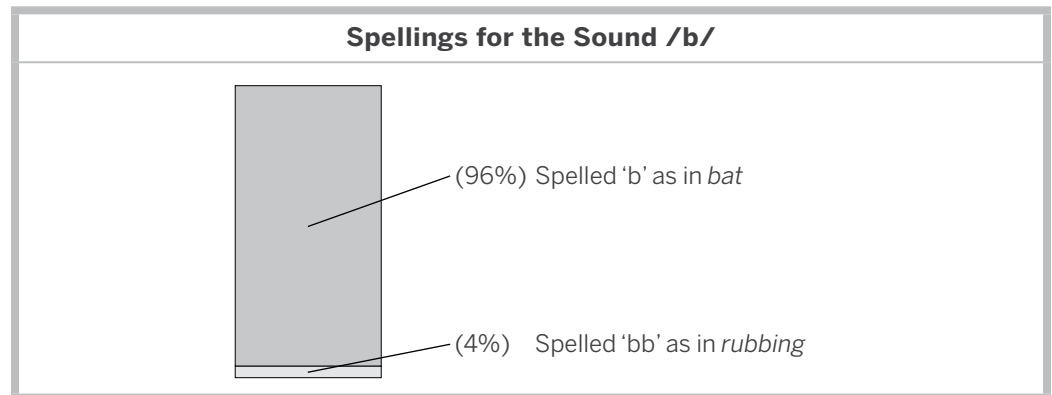
LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Sound Dictation (Phonics)	Whole Group	5 min.	<input type="checkbox"/> pencils <input type="checkbox"/> paper
Sister Sounds: /p/ and /b/ (Phonological Awareness)	Whole Group	10 min.	
Spellings for /b/ (Phonics)	Whole Group	5 min.	<input type="checkbox"/> Consonant Code Flip Book
Language (Grammar)			
Root Words	Whole Group	20 min.	<input type="checkbox"/> Activity Page 3.1
Statements and Questions	Whole Group/ Independent	20 min.	<input type="checkbox"/> Statement and Question (Digital Components) <input type="checkbox"/> Question Words (Digital Components) <input type="checkbox"/> Statement or Question (Digital Components) <input type="checkbox"/> Activity Page 3.2
Take-Home Material			
"A Letter from Kate"			<input type="checkbox"/> Activity Page 3.3

ADVANCE PREPARATION

Note to Teacher

Today you will review the major spellings for the /b/ sound: the basic code spelling 'b' as in *bat*, and the spelling alternative 'bb' as in *rubbing*. The following chart shows how common each spelling is.



Here are some patterns for you to be aware of:

- **'b'** is the most common spelling for the /b/ sound; it is used in both initial and final positions, in the initial consonant clusters *bl-* and *br-* (*blind*, *brick*), and with separated digraphs (*tribe*).
- **'bb'** follows the same patterns as 'pp'. It is rare in one-syllable words and is never used at the beginning of a word. It is used mainly in doubling situations of the sort described in the introduction to this unit (*grab* > *grabbing*) and after a short vowel in other multisyllable words (*rabbit*, *hobby*, *nibble*).

Foundational Skills

- Prepare to display the Consonant Code Flip Book within view of all students. You may wish to tab page 2.

Language

➤ Digital Component 3.1

- Write the two sentences on the board from the beginning of the Statements and Questions activity, or prepare to use the digital version (Digital Component 3.1).

➤ Digital Component 3.2

- Create and display a list of question words (*who*, *what*, *where*, *when*, *why*, *how*) to remind students that these words indicate a question, and therefore sentences beginning with these words need to end with a question mark, or prepare to use the digital version (Digital Component 3.2).

➤ Digital Component 3.3

- Write the four sentences missing punctuation from the Statements and Questions activity, or prepare to use the digital version (Digital Component 3.3).

Universal Access

- Have students' Individual Code Charts readily available to use during the Sound Dictation activity.

Start Lesson

Lesson 3: Spelling Alternatives /b/ > 'b' and 'bb'

Foundational Skills



Primary Focus

Students will write the spellings for the consonant sound /b/ and seven other consonant sounds. **TEKS 1.2.B**

Students will isolate and pronounce sister sounds /b/ and /p/ in spoken single-syllable words. **TEKS 1.2.A.vi; TEKS 1.2.A.vii**

SOUND DICTATION (5 MIN.)

- Have students take out a piece of paper and a pencil.
- Tell students that they will practice writing the spellings of consonant sounds they studied in previous units.
- Say the sounds listed in the following box, and have students write the spellings for each sound. Tell students how many spellings to write for each sound.

1.	/m/ (2 spellings)	'm', 'mm'
2.	/n/ (2 spellings)	'n', 'nn'
3.	/f/ (2 spellings)	'f', 'ff'
4.	/l/ (2 spellings)	'l', 'll'
5.	/p/ (2 spellings)	'p', 'pp'
6.	/k/ (4 spellings)	'c', 'k', 'ck', 'cc'
7.	/g/ (2 spellings)	'g', 'gg'
8.	/b/ (2 spellings)	'b', 'bb'

Support

Have students refer to their Individual Code Chart if they are having difficulty remembering how to write the spellings.

Challenge

Have students say how many spellings there are for some of the sounds that are included in the exercise.

➤ **TEKS 1.2.B** Demonstrate and apply phonetic knowledge; **TEKS 1.2.A** Demonstrate phonological awareness (vi) manipulating phonemes within base words; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends.

- Circulate around the room during this time to see what students have written down.



Written Response: Sound Dictation

Collect students' dictation papers to review and monitor student progress.

SISTER SOUNDS: /P/ AND /B/ (10 MIN.)

- Tell students that today they are going to review the /b/ sound as in *bat*.
- Have students say the /b/ sound several times.
- Ask students whether /b/ is a vowel sound or a consonant sound. (*It is a consonant sound, made by closing the lips to obstruct the airflow.*)
- Remind students that they have also reviewed the /p/ sound.
- Ask students whether /p/ is a vowel sound or a consonant sound. (*It is a consonant sound, made by closing the lips to obstruct the airflow.*)
- Remind students that /p/ and /b/ are very similar—they are sister sounds. The only difference between these sounds is their voicing: /p/ is voiceless, whereas /b/ makes the voice box vibrate. Tell students that they can feel the difference by placing two fingers on their voice boxes.
- Write the number '1' on the board with the /p/ beside it. Then write the number '2' with /b/ beside it.
- Tell students that you are going to say words that have either the /p/ or /b/ sound in it. If the word has /p/, they should hold up one finger. If they hear /b/ in the word, they should hold up two fingers.
- Practice with the words *pig* and *big*.
- Then, work through the words in the following box.
- Have students repeat each word to hear and feel the difference in articulation.

- | | |
|----------------|-----------------|
| 1. pig /p/ (1) | 6. bin /b/ (2) |
| 2. big /b/ (2) | 7. bit /b/ (2) |
| 3. bad /b/ (2) | 8. pit /p/ (1) |
| 4. pad /p/ (1) | 9. pet /p/ (1) |
| 5. pin /p/ (1) | 10. bet /b/ (2) |

SPELLINGS FOR /B/ (5 MIN.)

- Tell students that you will review the spelling alternatives for /b/.

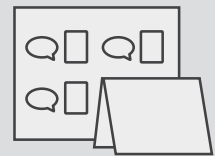
Consonant Code Flip Book

- | |
|--|
| 1. /b/ > 'b' (<i>bat</i>) page 2 |
| 2. /b/ > 'bb' (<i>rubbing</i>) page 2 |

- Turn to **Consonant Code Flip Book page 2**. Point to the 'b' and ask students to name the letter. Read the word *bat*, and remind students that 'b' can be used to spell /b/ in English words.
- Point to the power bar under the 'b', and ask students what the bar means. (*It means that 'b' is a very common spelling for /b/.*)
- Write 'b' on the board, along with the two sample words listed in the following box.
- Ask students to tell you another spelling for /b/ that they have learned.
- Repeat the previous steps for reviewing the 'bb' spelling. Review with students the sample word and the power bar on the Spelling Card.
- Write 'bb' on the board, along with the two sample words listed in the following box.

- | |
|-------------------------------|
| 1. b: <i>barn, rob</i> |
| 2. bb: <i>rubbing, robber</i> |

Code Materials



Lesson 3: Grammar

Language



Primary Focus

Students will add the inflectional endings *-ed* and *-ing* to the end of root words, doubling the final consonant when necessary. **TEKS 1.2.B.v; TEKS 1.3.C**

Students will distinguish between questions and statements by identifying periods and question marks at the end of sentences. **TEKS 1.11.D.ix**

ROOT WORDS (20 MIN.)

- Have students turn to Activity Page 3.1. Remind them to write the date beneath their names on the activity page.
- Read the first word, *nap*, carefully explaining the shift in the spelling across the suffix columns.
 - “Look at the word *nap*. How many syllables is it?” Remind students that one-syllable words have one vowel sound. “*Nap* has one syllable. Let’s look to see if it has a short vowel sound in it. Yes, the ‘a’ in *nap* is a short vowel sound. Does *nap* end in a single consonant sound? Yes, ‘p’ is a single consonant sound. Because *nap* is a one-syllable word that has a short vowel sound and ends in a single consonant sound, we add an extra ‘p’ before adding the suffix *-ed* or *-ing* to *nap*. *Nap* turns to *napped* or *napping*.”
- Ask students to circle the double consonant spelling, and underline each suffix, *-ed* and *-ing*.
- Complete the remaining items as a class, reviewing the pattern as you go along.
- When you work on the words *pump* and *camp*, be sure to point out that even though each of these words is one syllable with a short vowel sound, they do not end in a single consonant. Instead, two consonants—‘mp’—follow the short vowel sound. The final consonant is therefore not doubled.

Activity Page 3.1



Support

Have students read each word on the activity page and circle the words that end with a single consonant, to indicate that those words need the final letter doubled before adding the inflectional endings.

Challenge

Have students think of other one-syllable words to which the inflectional endings can be added. Have them identify whether the final consonant must first be doubled before adding the inflectional endings.

TEKS 1.2.B.v Demonstrate and apply phonetic knowledge by decoding words with inflectional endings including *-ed*, *-s*, and *-es*; **TEKS 1.3.C** Identify the meaning of words with the affixes *-s*, *-ed*, and *-ing*; **TEKS 1.11.D.ix** Edit drafts using conventions of standard English, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences.



Activity Page 3.1: Root Words and Inflectional Endings

Collect and review Activity Page 3.1. Students who did not correctly write the words with inflectional endings may benefit from additional practice discerning between root words that need the final consonant doubled before adding inflectional endings, and root words that don't require any change before adding inflectional endings.

STATEMENTS AND QUESTIONS (20 MIN.)

- Direct students' attention to the first two sentences you prepared in advance.

➤ Digital Component 3.1

1. He got a big dog.
2. Did he get a big dog?

- Read the sentences, and have students repeat after you.
- Tell students that each of these sentences is a particular type of sentence. Ask students how the two sentences differ. (*One sentence tells us something and the other sentence asks us something.*)
- Reread the first sentence, and point out that it begins with a capital letter and ends with a period. Explain that this type of sentence is called a statement because it tells us something. Tell students that sentences that end with a period as punctuation are called statements.
- Reread the second sentence, reading with expression so your voice is higher at the end of the sentence. Point out that the sentence begins with a capital letter and ends with a question mark. Explain that this type of sentence is called a question because it asks us something. Sentences that end with a question mark as punctuation are called questions.

- Direct students' attention to the list of question words you prepared and displayed in advance.

➤ Digital Component 3.2

Who?
What?
Where?
When?
Why?
How?

- Read the list and tell them the words are all words that are usually part of sentences that are questions. Note that they can use this list as a reference to determine if a sentence is a question, and thus needs a question mark as end punctuation.
- Read the sentences in the following box, and ask students to decide if a sentence is a statement or a question; then ask if it should end with a period or a question mark.

Note: These sentences are not entirely decodable and are meant to be used orally in this exercise.

1. Abraham likes to go swimming. (*statement; ends with a period*)
2. Does your grandma like flowers? (*question; ends with a question mark*)
3. Have you ever played checkers? (*question; ends with a question mark*)
4. We like to play games with our friends. (*statement; ends with a period*)

➤ Digital Component 3.3

- Direct students' attention to the second set of sentences you prepared in advance.
- Read the first sentence as a class. Ask students whether the sentence is a statement or a question; then ask if it should end with a period or a question mark. (*statement; period*)
- Demonstrate writing a period on the board. Point out that a sentence, no matter whether it is a statement or a question, begins with a capital letter.
- Continue in this manner with the remaining sentences. When appropriate, demonstrate writing a question mark on the board.

1. Kate's mom and dad went on a trip (.)
2. Where did Kate spend last summer (?)
3. Was it a boring summer for Kate (?)
4. Kate had a lot of fun (.)

- Have students turn to Activity Page 3.2.
- At the top of the activity page, have students trace and copy the question mark and period.
- For the second part, have students copy sentences 1–4 on the lines, providing the correct ending punctuation.
- For the remaining sentences, have students decide whether they are statements or questions, and ask them to fill in the correct punctuation marks. Do the first few sentences as a class, and if students are ready, let them complete the rest on their own or with a partner.



Activity Page 3.2: Statements and Questions

Collect and review Activity Page 3.2. Students who did not include the correct end punctuation may benefit from additional practice discerning between statements and questions.

End Lesson

Take-Home Material

“A LETTER FROM KATE”

- Have students take home Activity Page 3.3 to practice reading with a family member.

Activity Page 3.2



**ENGLISH
LANGUAGE
LEARNERS**

Language

Writing

Beginning

Read aloud the sentences, modeling appropriate expression to help students determine if the sentence is a statement or a question.

Intermediate

Have students read aloud the sentences with a partner with appropriate expression to determine if the sentence is a statement or a question.

Advanced/Advanced High

Provide minimal support as students complete the activity page.

ELPS 5.F

Activity Page 3.3



Lesson 3: Foundational Skills Remediation

Additional Support

MORE HELP WITH SOUND/SPELLINGS

Match Me

- Use **Large Letter Cards** corresponding to any sound/spellings in which students need practice. You may wish to review the sound/spellings from the Sound Dictation activity.
- Tell students you will either say a sound or show a letter.
- If a sound is provided, students should write the corresponding spelling on **paper**.
- If a spelling is shown, students should provide the corresponding sound aloud when prompted.

MORE HELP WITH SPELLING ALTERNATIVES FOR /B/ SPELLED 'B' AND 'BB'

Word Sort

- Make a copy of **Activity Page TR 3.1** for each student or pair of students. Cut out the cards.
- Write the headings 'b' and 'bb' on the board.
- Pass out the word cards to students.
- Have each student/pair read aloud the word on their card. Then have them sort it under the correct header to show how the sound /b/ is spelled in their word.
- After all the cards have been sorted, read the words aloud as a group. Note patterns in the position of the spelling for /b/ in words each column.
- Have students choose two words and write a sentence for each.

SPELLING ALTERNATIVES

Review /k/ > 'c', 'k',
'ck', and 'cc'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally produce single-syllable words with the /k/ sound in response to sound riddles. **TEKS 1.2.A.v**

Students will produce words with the /k/ sound and will sort the words based on the following sound/spellings: /k/ > 'c', 'k', 'ck', and 'cc'. **TEKS 1.2.B.i**

Reading

Students will read "In the Cave" with purpose and understanding, will answer written multiple-choice and short-answer questions about the text, and will answer oral literal, inferential, and evaluative questions about key details in the text. **TEKS 1.4; TEKS 1.6.G; TEKS 1.7.C; TEKS 1.8.D**

FORMATIVE ASSESSMENT

Observation	Anecdotal Reading Record "In the Cave" (Group 2) ✦ TEKS 1.4
Observation	Discussion Questions "In the Cave" ✦ TEKS 1.7.C; TEKS 1.8.D
Activity Page 4.1	Story Questions "In the Cave" ✦ TEKS 1.6.G; TEKS 1.7.C

✦ **TEKS 1.2.A.v** Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; **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 1.4** 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.C** Use text evidence to support an appropriate response; **TEKS 1.8.D** Describe the setting.

LESSON AT A GLANCE

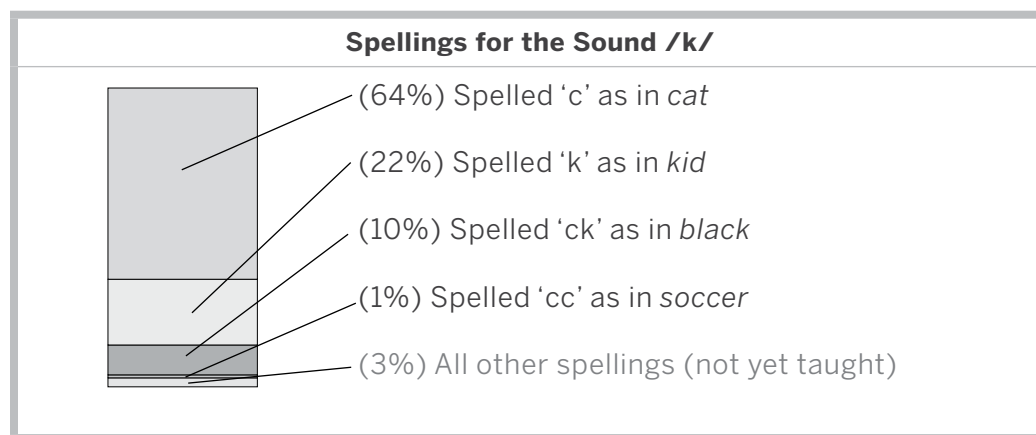
	Grouping	Time	Materials
Foundational Skills			
Sound Riddles (Phonological Awareness)	Whole Group	5 min.	
Review Spellings for /k/ (Phonics)	Whole Group	10 min.	<input type="checkbox"/> Consonant Code Flip Book <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> Spellings for /k/ (Digital Components)
Spelling Tree for /k/ (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Spelling Tree for /k/ <input type="checkbox"/> prepared leaves <input type="checkbox"/> tape <input type="checkbox"/> red markers
Reading			
Introduce the Story	Whole Group	10 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "In the Cave"	Small Group/ Partner	15 min.	<input type="checkbox"/> <i>Kate's Book</i> <input type="checkbox"/> Activity Page 4.1
Take-Home Material			
Word Sort			<input type="checkbox"/> Activity Page 4.2

ADVANCE PREPARATION

Note to Teacher

Today you will create and display a new visual prompt to teach and review spelling alternatives—a “Spelling Tree.” The trunk of a Spelling Tree represents the specific sound under study, whereas the various branches and their respective leaves represent the different spellings for this sound. The Spelling Tree serves as a visual reminder that one sound can have more than one spelling.

Also, today you will review four important spellings for the /k/ sound: the basic code spelling ‘c’ as in *cat*, and the spelling alternatives ‘k’ as in *kid*, ‘cc’ as in *socc•er*, and ‘ck’ as in *black*. The following chart shows how common each spelling is.



Here are some patterns for you to be aware of:

- /k/ is one of the trickiest consonant sounds to spell.
- ‘**c**’ is the most common spelling. It is generally used in words that begin with *ca-*, *co-*, and *cu-* (*cat*, *cot*, *cut*) and in the initial consonant clusters *cr-*, *scr-*, *sc-*, and *cl-* (*crash*, *scratch*, *scare*, *climb*).
- ‘**c**’ is also used in final position (mostly in multisyllable words like *clinic* and *picnic*) and in the final consonant cluster *-ct* (*act*, *elect*).
- ‘**k**’ is generally used in words that begin with *ki-* or *ke-* (*kitchen*, *kettle*); it is also found in the initial consonant cluster *sk-* (*skip*).
- ‘**k**’ is found at the end of a word or syllable (instead of ‘ck’) when the preceding vowel sound is “long” (*steak*, *Greek*) and/or when /k/ is part of a consonant cluster (*desk*, *think*).
- ‘**k**’ is the spelling for /k/ used with separated vowel digraphs (*cake*, *like*).

- ‘**ck**’ is not used at the beginning of words or syllables; it is generally used after a “short” vowel sound (*stack, bucket, tackle, tickle*).
- ‘**cc**’ is rare; it is never used at the beginning of a word or syllable, or in one-syllable words (*soccer, hiccup, raccoon*).
- Words with final /k/ keep the spelling they have in the root form, even when suffixes are added: *back > backing; risk > risky*.
- The sound /k/ is also heard in the sound combinations /x/ (/k/ + /s/) and /qu/ (/k/ + /w/).

Foundational Skills

➤ Digital Component 4.1

- Write the following headers on the board/chart paper, or prepare to use the digital version (Digital Component 4.1): ‘c’, ‘k’, ‘ck’, ‘cc’, *odd ducks*.
- Prepare to display the Consonant Code Flip Book within view of all students. You may wish to tab page 5. Also have student Individual Code Charts and red markers readily available.
- Prepare a Spelling Tree for the /k/ sound, using the directions and template in Teacher Resources. You should have the Spelling Tree assembled and ready to be displayed before you begin this lesson.
- Write the following words on leaves to add to the /k/ Spelling Tree, using the template in Teacher Resources: *car, cone, class, fact, cab•in, pic•nic, att•ic, kite, fork, skin, book, back, truck, brick, quack, hicc•up, socc•er*.
- Also have some blank leaves and odd duck cards ready to use in the lesson.

Reading

➤ Digital Component 4.2

- Create the Preview Spellings chart for Introduce the Story on the board/chart paper, or use the digital version (Digital Component 4.2).
- Plan small groups for the Reading lesson.
- Write some of the words or phrases from Additional Support in previous lessons on the board. If some Group 1 pairs finish early, they can illustrate one of the words or phrases.

Universal Access

- Gather real objects and/or images of the multiple-meaning word *spot* and the words *shimmer* and *hike* from the story. Prepare to act out the phrase, “well, I’ll be” when previewing vocabulary. For the word *expert*, identify real-life experts that your students can relate to.

Lesson 4: Spelling Alternatives /k/ > 'c', 'k', 'ck', and 'cc'

Foundational Skills

**Primary Focus**

Students will orally produce single-syllable words with the /k/ sound in response to sound riddles. **TEKS 1.2.A.v**

Students will produce words with the /k/ sound and will sort the words based on the following sound/spellings: /k/ > 'c', 'k', 'ck', and 'cc'. **TEKS 1.2.B.i**

SOUND RIDDLES (5 MIN.)

- Tell students that today they are going to review the /k/ sound as in *cat*.
- Have students say the /k/ sound several times.
- Ask students whether /k/ is a vowel sound or a consonant sound. (*It is a consonant sound, made with the mouth closed and an obstructed airflow.*)
- Tell students that you are going to say some riddles, each of which has an answer that starts with the /k/ sound.
- Have students raise their hands and wait to be called on if they think they know the answer.

1. I'm thinking of an animal that has whiskers and says, "Meow." (*cat*)
2. I'm thinking of something that is used to lock or unlock a door. (*key*)
3. I'm thinking of something that some adults drive. (*car*)
4. I'm thinking of something that we wear over our shirts when it is cold. (*coat*)
5. I'm thinking of an animal that gives us milk and says, "Moo." (*cow*)
6. I'm thinking of an orange vegetable that rabbits like to eat. (*carrot*)
7. I'm thinking of something white and fluffy that can be seen up in the sky. (*cloud*)

REVIEW SPELLINGS FOR /K/ (10 MIN.)

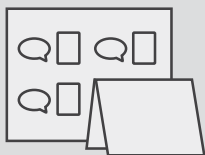
- Tell students that you will now review the spellings for the /k/ sound.

Support

After one student answers, have all students repeat the correct answer aloud. Stress the /k/ sound.

TEKS 1.2.A.v Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; **TEKS 1.2.B.i** Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences.

Code Materials



➤ Digital Component 4.1

- Direct students' attention to the headers you prepared in advance: 'c', 'k', 'ck', and 'cc'. Tell students you will sort words according to the spelling of /k/.
- Ask students to share any words that contain the /k/ sound (not the letter 'k', but the sound /k/).
- Write and sort the /k/ words that students provide according to spelling on the chart you prepared in advance. If students provide a word in which the /k/ sound is not spelled with any of the spellings on the chart, list these words in the "odd ducks" column. Explain that odd ducks are words in which the /k/ sound is written with a spelling that is not taught in Grade 1. Do not list words in the odd ducks column unless students happen to suggest these words.
- Circle the letters that stand for the /k/ sound in each word. For example, if a student says *cat*, list the word under the heading 'c' and circle the 'c'. If a student says a word that contains two different spellings for /k/, list the word twice.

Consonant Code Flip Book	Individual Code Chart
1. /k/ > 'c' (<i>cat</i>) page 5	1. /k/ > 'c' (<i>cat</i>) page 6
2. /k/ > 'k' (<i>kid</i>) page 5	2. /k/ > 'k' (<i>kid</i>) page 6
3. /k/ > 'ck' (<i>black</i>) page 5	3. /k/ > 'ck' (<i>black</i>) page 6
4. /k/ > 'cc' (<i>hiccup</i>) page 5	4. /k/ > 'cc' (<i>hiccup</i>) page 6

- Turn to **Consonant Code Flip Book page 5**. Review with students the spellings for /k/, pointing out sample words and discussing the power bars.

SPELLING TREE FOR /K/ (20 MIN.)

- Direct students' attention to the prepared Spelling Tree. Tell students that this Spelling Tree will help them keep track of and organize the different spellings for the /k/ sound.
- Point to the trunk labeled /k/, and tell students to say the /k/ sound. Tell them that you are going to add leaves to the different branches of this Spelling Tree. All of the words that you put on the Spelling Tree will have the /k/ sound.
- Point to the branches, and explain that each branch will represent a different spelling for /k/. Review the spellings on the branches, and note that the branches are like the power bars because they show how common a spelling is for a particular sound. The biggest branches show the most common or most frequent spellings.

- Point out that the odd ducks branch is the shortest. Explain that words with unusual spellings are called odd ducks. Odd ducks are Tricky Words, and like Tricky Words, odd ducks are on yellow paper.
- Show students the following leaves, one at a time, with words that have the /k/ spellings that you prepared in advance: *kite*, *back*, *hicc•up*, and *car*. Ask students to read one word at a time. Then ask one student to tell you on which branch you should place this leaf/word; then tape that leaf to the Spelling Tree. Continue until all four of the leaves have been read and placed on the appropriate branch.
- Distribute the remaining leaves to pairs of students, one leaf per pair. Give students one minute to practice reading the word with their partner and to discuss the proper placement of their particular leaf on the Spelling Tree.
- Call on each pair of students to show their leaf to their classmates. Have them read the word and then direct you where to tape the leaf. Ask for confirmation from the remainder of the class. Continue until all of the words are placed on the Spelling Tree.
- Explain that you will be using the Spelling Tree as an organizer. Students will have a chance to add more words to the Spelling Tree in later lessons.

Challenge

Have students generate additional words with the /k/ sound to add to the Spelling Tree. Write these on leaves, and then ask students to place them on the correct branches. If students come up with any odd ducks, such as the words *ache* or *stomach*, they can be written on the yellow, duck-shaped cards.

Lesson 4: “In the Cave” Reading

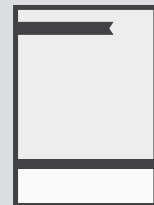


Primary Focus: Students will read “In the Cave” with purpose and understanding, will answer written multiple-choice and short-answer questions about the text, and will answer oral literal, inferential, and evaluative questions about key details in the text. **TEKS 1.4; TEKS 1.6.G; TEKS 1.7.C; TEKS 1.8.D**

INTRODUCE THE STORY (10 MIN.)

- Tell students that the setting, or where the story takes place, is a cave. Ask students, “Where do you find caves? What is a cave like?” (*Caves are generally located in the side of a mountain, underground. Some occur naturally, such as in a mountain, whereas others are spaces dug out by people. Caves are often dark and cool.*)

Reader



Page 2

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.C** Use text evidence to support an appropriate response; **TEKS 1.8.D** Describe the setting.

- Tell students that caves can provide shelter, meaning they are a place that provides cover. Doba and Kate are out on a hike when it starts to rain, so they go into a cave for shelter.

Preview Spellings

- Please preview the following spellings and Tricky Words before reading today’s story. Point out to students that *something* is a compound word, made up of *some* and *thing*.
- The special Tricky Word for today’s story is *Sani*, which is pronounced /s/ /o/ • /n/ /i/ or sah • neh. In Navajo, the ‘ni’ sound would be a breathy sound like letter ‘i’ in the word *is*. The second syllable takes the emphasis. Have students practice reading and saying *Sani* several times before reading. The word may be difficult for some students to pronounce.

➤ Digital Component 4.2

/k/ > ‘ck’	/k/ > ‘k’	/k/ > ‘c’	Other Two-Syllable Words	Tricky Words
rocks pock•et stuck	hikes like	coin cave	shimm•er sil•ver ex•pert	where once to•morr•ow some•thing Sa•ni

- You may also wish to review the following contractions: *let’s*, *it’s*, *what’s*, *can’t*.

Preview Core Vocabulary

- Please 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.

hikes—n., long walks in nature (2)

Example: We went on several hikes in the mountains last summer.

spots—n., locations (2)

Example: One of my favorite spots is the beach.

shimmer—v., to softly sparkle and shine (4)

Example: My rings shimmer in the sun.

expert—n., a person who knows a lot about a subject (6)

Example: I am an expert on swimming.

Sayings and Phrases

“Well, I’ll be!”—an expression used to show surprise (4)

Example: “Well, I’ll be! I just won \$100.00.”

Vocabulary Chart for “In the Cave”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		shimmer expert	hikes
Multiple-Meaning Core Vocabulary Words		spots	
Sayings and Phrases	“Well, I’ll be!”		

Purpose for Reading

- Tell students to read today’s story to find out what happens when Kate and Doba go into a cave.

READ “IN THE CAVE” (15 MIN.)

Small Group

- Divide students into two groups. You will work with Group 2, students who need less direct support and immediate feedback, while students in Group 1 should partner-read.

Group 1: Tell students to take turns reading “In the Cave.” When they finish, they should complete Activity Page 4.1. If they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

Group 2: Have students take turns reading aloud “In the Cave.” Then have them complete Activity Page 4.1 as a group.

Activity Page 4.1



Observation: Anecdotal Reading Record

As you listen to students in Group 2 read “In the Cave,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

- Review Activity Page 4.1. 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.



Reading

Reading/Viewing Closely

Beginning

Ask yes/no questions, encouraging students to expand beyond yes/no (e.g., “Does Kate find something in the cave?”).

Intermediate

After asking the questions, provide sentence starters for students to answer with longer responses (e.g., “Kate finds . . .”).

Advanced/Advanced High

Support students to expand on their own or classmates’ answers.

ELPS 4.G

Activity Page 4.2



Discussion Questions for “In the Cave”

1. **Literal.** Why was Kate sad in the beginning?
 - » Kate was sad in the beginning because she missed her mom and dad.
2. **Literal.** How is the land in the Southwest different from the land where Kate lives?
 - » The land in the Southwest is different from the land where Kate lives because it has hills, red rocks, and not many trees.
3. **Literal.** What does Kate find in the cave?
 - » Kate finds a silver coin in the cave.
4. **Inferential.** Look at the picture of the coin on page 7. What can you tell about this coin based on the picture?
 - » Guide students in recognizing that it is an older coin from a different country, Spain. You may explain that the symbols tell us about the country it is from.
5. **Evaluative.** Why do you think there is a coin in the cave? How did it get there?
 - » Answers may vary.



Observation: Discussion Questions

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



Activity Page 4.1: Story Questions

Collect and review Activity Page 4.1 to monitor students’ understanding of “In the Cave.”

End Lesson

Take-Home Material

WORD SORT

- Have students take home Activity Page 4.2 to practice sorting the spelling alternatives for /k/ with a family member.

Lesson 4: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLING ALTERNATIVES FOR /K/

Push and Say

- Provide each student with a copy of the Push and Say sound boxes (**Activity Page TR 4.1**) and a set of Push and Say letter cards (**Activity Page TR 4.2**) required for the words selected for building. Students will need to cut apart the letter cards.
- Say the first word from the following box.
- Students echo the word and then individually work to select the letter cards for the sound/spellings identified as they segment the word into phonemes.
- Have students place the letter cards directly below the boxes in the correct positions from left to right. Tell students they will not always use all the sound boxes.
- Once you see a student is ready, ask them to push the cards into the boxes from left to right and say the sound as each letter card is pushed. Immediately, students should run their finger under the word in one smooth motion and say the whole word blended.
- Clear the board for the next word.

- | | |
|----------|-----------|
| 1. cart | 6. tuck |
| 2. kite | 7. cost |
| 3. stack | 8. pick |
| 4. look | 9. cabin |
| 5. skip | 10. block |

- Ask students how to spell the words *soccer* and *hiccup*. Have them explain and then write the words on paper.

5

SPELLING ALTERNATIVES

Review /k/ > 'c', 'k',
'ck', and 'cc'

PRIMARY FOCUS OF LESSON

Language (Spelling)

Students will spell dictated one-syllable words containing /er/ > 'er', /ar/ > 'ar',

- ✦ /or/ > 'or', and the Tricky Word *said*. **TEKS 1.2.C.i**

Foundational Skills

Students will read words with /k/ > 'c', 'k', 'ck', and 'cc,' initial and final consonant

- ✦ blends, and words with closed syllables. **TEKS 1.2.B.ii; TEKS 1.2.B.iii**

Language (Grammar)

Students will add the inflectional endings *-ed* and *-ing* to the end of root words,

- ✦ doubling the final consonant when necessary. **TEKS 1.2.B.v**

Students will place periods and question marks at the end of written

- ✦ sentences. **TEKS 1.11.D.ii; TEKS 1.11.D.viii; TEKS 1.11.D.ix**

FORMATIVE ASSESSMENT

Activity Page 5.1

Spelling Assessment

- ✦ **TEKS 1.2.C.i**

Observation

Root Words and Inflectional Endings*-ed* and *-ing*

- ✦ **TEKS 1.2.B.v**

Activity Page 5.3

Statements and Questions

- ✦ **TEKS 1.11.D.ix**

- ✦ **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; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (v) decoding words with inflectional endings including *-ed*, *-s*, and *-es*; **TEKS 1.11.D** Edit drafts using conventions of standard English, including: (ii) past and present verb tense; (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 (Spelling)			
Spelling Assessment	Whole Group	15 min.	<input type="checkbox"/> Activity Page 5.1
Foundational Skills			
Spellings for /k/ (Phonics)	Whole Group	10 min.	<input type="checkbox"/> Spelling Tree for /k/ <input type="checkbox"/> prepared leaves <input type="checkbox"/> tape
Language (Grammar)			
Root Words	Whole Group	15 min.	<input type="checkbox"/> Activity Page 5.2
Statements and Questions	Whole Group/ Independent	20 min.	<input type="checkbox"/> Statements and Questions (Digital Components) <input type="checkbox"/> Activity Page 5.3

ADVANCE PREPARATION

Foundational Skills

- Write the following words on leaves to add to the /k/ Spelling Tree:
class•room, back•pack, car•pet, cave, black, crash, kids, bark•ing, kicked, corn•flake.
- Also have some blank leaves and odd duck cards ready to use in the lesson.

Language

➤ Digital Component 5.1

- Write the sentences from the Statements and Questions activity on the board/chart paper, or use the digital version (Digital Component 5.1).

Universal Access

➤ Digital Component 3.2

- Display the list of question words (*who, what, where, when, why, how*) from an earlier lesson, or prepare to use the digital version (Digital Component 3.2).

Start Lesson

Lesson 5: Spelling Language



Primary Focus: Students will spell dictated one-syllable words containing

➤ /er/ > 'er', /ar/ > 'ar', /or/ > 'or', and the Tricky Word *said*. **TEKS 1.2.C.i**

➤ SPELLING ASSESSMENT **TEKS 1.2.C.i**

- Have students turn to Activity Page 5.1.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write down the word.
- Repeat this procedure with each of the remaining words.
- At the end, go back through the list and read each spelling word one more time.

Activity Page 5.1



➤ **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.

- | | |
|----------|----------|
| 1. horn | 5. short |
| 2. park | 6. porch |
| 3. verb | 7. herd |
| 4. barns | 8. said |

- After all the words have been called out, tell students that you will now show them the correct spelling for each word so that they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling and writing the correct spelling next to it. Students may enjoy correcting their own work in different-colored pencil.



Activity Page 5.1: Spelling Assessment

At a later time, use the Lesson 5 analysis chart and directions provided in Teacher Resources to analyze students' mistakes. This will help you understand any patterns that are beginning to develop or that are persistent among individual students.

Lesson 5: Spelling Alternatives /k/ > 'c', 'k', 'ck', and 'cc'

Foundational Skills




Primary Focus: Students will read words with /k/ > 'c', 'k', 'ck', and 'cc,' initial and final consonant blends, and words with closed syllables. **TEKS 1.2.B.ii; TEKS 1.2.B.iii**

SPELLINGS FOR /k/

- Show students the Spelling Tree for /k/. Remind students that this Spelling Tree will help them keep track of and organize the different spellings for the /k/ sound.
- Point to the trunk labeled /k/, and tell students to say the /k/ sound. Tell them that you are going to add more leaves to the different branches of this Spelling Tree. All of the words that you put on the Spelling Tree will have the /k/ sound.

TEKS 1.2.B Demonstrate and apply phonetic knowledge by: (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.


- Remind students that each branch represents a different spelling for /k/. Review the spellings on the branches, and note that the branches are like the power bars because they show how common a spelling is for a sound. The biggest branches show the most common or most frequent spellings.
- Remind students that the odd ducks branch is the shortest. Odd ducks are Tricky Words, and like Tricky Words, odd ducks are on yellow paper.
- Show students the following leaves, one at a time, with words that have the /k/ spellings that you prepared in advance: *class•room*, *back•pack*, *car•pet*,  *cave*, *black*, *crash*, *kids*, *bark•ing*, *kicked*, *corn•flake*. **TEKS 1.2.B.ii; TEKS 1.2.B.iii**
- Ask students to read one word at a time. Then ask one student to tell you on which branch you should place this leaf/word; then tape it to the Spelling Tree. Continue until all of the leaves have been read and placed on the appropriate branch.
- If time permits, ask several students if they can think of any other words with the /k/ sound. Write each word on a leaf, and then ask the student to place it on the correct branch. If students came up with any odd ducks, they can be copied onto the yellow, duck-shaped cards.

Lesson 5: Grammar

Language




Primary Focus

Students will add the inflectional endings *-ed* and *-ing* to the end of root words,  doubling the final consonant when necessary. **TEKS 1.2.B.v**

Students will place periods and question marks at the end of written sentences.  **TEKS 1.11.D.ii; TEKS 1.11.D.viii; TEKS 1.11.D.ix**

ROOT WORDS (15 MIN.)

- Remind students that they have been working with root words and the suffixes *-ing* and *-ed*.
- Remind students that when there is a one-syllable word with a short vowel sound and a single consonant ending, it will change to a double-letter spelling when a suffix, such as *-ing*, is added.

 **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables (v) decoding words with inflectional endings including *-ed*, *-s*, and *-es*; **TEKS 1.11.D** Edit drafts using conventions of standard English, including: (ii) past and present verb tense; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences.



Language

Using Verbs and Verb Phrases

Beginning

Ask yes/no questions about different verb forms (e.g., “Is *shouting* the past tense form of *shout*?”).

Intermediate

Provide students with sentence starters for understanding verb tenses (e.g., “Adding *-ed* to *shout* means . . .”).

Advanced/Advanced High

Have students explain the difference between *shouted* and *shouting*.

ELPS 2.C; ELPS 5.C;

ELPS 5.D

- Write *dip* on the board. Ask students if *dip* is a one-syllable word. (*yes*) Say the /i/ sound in *dip*, and ask students if /i/ is a short vowel sound. (*yes*) Point to the ‘p’, and ask students if the short vowel sound has a single consonant ending. (*yes*)
- Ask students how they would spell the past-tense form of *dip*, knowing that *dip* is a one-syllable word with a short vowel sound and a single consonant ending. (*dipped*)
- Write *shout* on the board. Ask students if *shout* is a one-syllable word. (*yes*) Say the /ou/ sound in *shout*, and ask students if /ou/ is a short vowel sound. (*no*)
- Ask students, “Because *shout* is a one-syllable word that does not have a short vowel sound, how would I spell the past-tense form?” (*shouted*)
- Have students turn to Activity Page 5.2.
- As a class, work through filling out the chart. First read the words aloud, and then ask students to use them in a sentence. Then work on changing each root word by adding *-ed* and *-ing*.
- When you come to a word that does not change to a double-letter spelling, ask students why it is different. Guide students in seeing that words that do not change to a double-letter spelling are ones that have more than one consonant after the short vowel sound or do not have a short vowel sound.



Activity Page 5.2: Root Words and Inflectional Endings

Collect and review Activity Page 5.2 to monitor students’ understanding of how to change root words when adding *-ed* and *-ing*.

Activity Page 5.2



STATEMENTS AND QUESTIONS (20 MIN.)

- Remind students that they have learned about two types of sentences.



Check for Understanding

Ask students what we call a sentence in which something is asked. (*a question*)
Ask students what we call a sentence that tells something. (*a statement*)

- Ask students which punctuation mark is used at the end of a statement. Draw a period on the board.
- Ask students which punctuation mark is used at the end of a question. Draw a question mark on the board.
- Tell students that they will now practice deciding whether a sentence is a question or statement, and then they will write the appropriate punctuation at the end.

➤ Digital Component 5.1

- Direct students' attention to the first sentence you prepared in advance. Have students read it aloud.
- Ask a student to come up and add the correct punctuation mark at the end of the sentence.
- Continue in the same manner for the remaining sentences.

1. Pat clapped her hands (.)
2. Can Kate hug her pal (?)
3. Will Jill pick the plums (?)
4. Vern cracked the eggs (.)
5. Dad parked his car (.)
6. Beth is baking cup•cakes (.)
7. Can you swim at the zoo (?)

Support

Read the sentences aloud for students in the appropriate manner to help them discern between statements and questions.

Also remind students to reference the list of question words to help them identify sentences that are questions.

- Ask students what a *verb* is. (*a part of speech that shows action*) Ask students what we add to the end of a word to show that the action has happened in the past. (*-ed*)
- Have students come up and underline the verbs in each sentence with a squiggly line. Tell students that the squiggly line shows action. Ask students to say whether the verb is in the present-, past-, or future-tense.
- Have students turn to Activity Page 5.3.
- On the front of the activity page, have students copy the sentences on the lines, adding capital letters at the beginning and the correct punctuation mark at the end.
- On the back of the activity page, have students read the sentences and add the correct punctuation marks.

Activity Page 5.3





Activity Page 5.3: Statements and Questions

Collect and review Activity Page 5.3 to monitor students' understanding of the difference between questions and statements and the use of appropriate punctuation for each.

End Lesson

Lesson 5: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLING ALTERNATIVES FOR /K/

Word Collection

- Tell students that you would like them to help you make a collection of words that have the /k/ sound.
- Review the spellings for /k/ using the **Individual Code Chart page 6**.
- Write the headers on the board/chart paper for the sound /k/: 'c', 'k', 'ck', 'cc'.
- Ask students to tell you words that contain the /k/ sound.
- Write the words under the appropriate header.
 - If students give you words that are not decodable, add them to the list and point out the tricky parts of the word. For example, if a student says the word *curly*, you would want to briefly explain the 'ur' spelling for /er/ and the 'y' spelling for /ee/.
- Repeat until you have multiple examples of each spelling pattern. (You may have fewer examples for 'cc' and that is to be expected.)
- Use the word lists under each header to review the spellings and point out which spelling is more common.

6

SPELLING ALTERNATIVES

Introduce
/ch/ > 'ch' and 'tch'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally produce words with the /ch/ sound at either the beginning or end. **TEKS 1.2.A.vii**

Students will read words spelled with /ch/ > 'ch' and 'tch', and will write words with these sound/spellings in fill-in-the-blank sentences. **TEKS 1.2.B.ii**

Reading

Students will decode words with initial and final consonant blends. **TEKS 1.2.B.ii**

Students will read "The Coin Shop" with purpose and understanding, and will answer oral literal, inferential, and evaluative questions about key details in the text. **TEKS 1.4; TEKS 1.8.C**

Language (Spelling)

Students will spell and write one-syllable words with /ch/ > 'ch' and 'tch', and /sh/ > 'sh', and the Tricky Word *how*. **TEKS 1.2.C.iii; TEKS 1.2.C.iv**

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

FORMATIVE ASSESSMENT

Activity Page 6.1

Fill in the Blanks

✦ **TEKS 1.2.B.ii**

Observation

Anecdotal Reading Record "The Coin Shop"
(Group 1)

✦ **TEKS 1.4**

Observation

Discussion Questions "The Coin Shop"

✦ **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.ii** Demonstrate and apply phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.2.C** Demonstrate and apply spelling knowledge by: (iii) spelling words using sound-spelling patterns; (iv) 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.

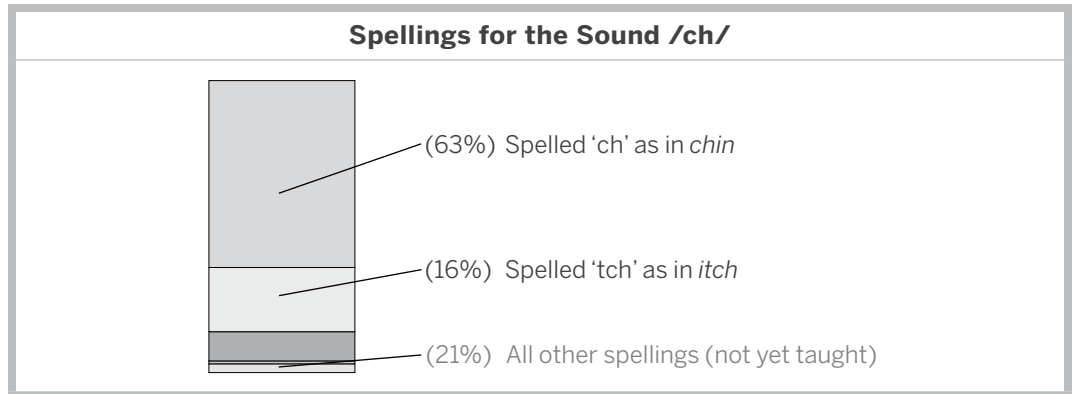
LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Sound Riddles (Phonological Awareness)	Whole Group	5 min.	
Introduce Spelling Alternatives for /ch/ (Phonics)	Whole Group	10 min.	<input type="checkbox"/> Consonant Code Flip Book <input type="checkbox"/> Spelling Card for 'tch' > /ch/ (<i>itch</i>) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> red markers
Fill in the Blanks (Phonics)	Independent	10 min.	<input type="checkbox"/> Activity Page 6.1
Reading			
Introduce the Story	Whole Group	10 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "The Coin Shop"	Small Group/ Partner	15 min.	<input type="checkbox"/> <i>Kate's Book</i>
Language (Spelling)			
Introduce Spelling Words	Whole Group	15 min.	
Take-Home Material			
Spelling Words			<input type="checkbox"/> Activity Page 6.2

ADVANCE PREPARATION

Note to Teacher

Today you will introduce an important spelling alternative for the /ch/ sound. Students should already know the basic code spelling 'ch' as in *chin*. In this lesson you will review that spelling and introduce the spelling alternative 'tch' as in *itch*. The following chart shows how common each spelling is.



Here are some patterns for you to be aware of:

- **'tch'** is almost never used at the beginning of a word or syllable; it is usually found after one of the "short" vowel sounds (*batch, itch, etch, botch, Dutch*).
- **'ch'** is used in most other situations, including at the beginning of a word (*chop, chain*), in the final position after sounds other than the "short vowels" (*beach, march, ouch, smooch*), and in consonant clusters (*lunch, pinch*).

Foundational Skills

- Prepare to display the Consonant Code Flip Book within view of all students. You may wish to tab page 7. Also have the Spelling Card listed in the Lesson at a Glance chart, student Individual Code Charts, and red markers readily available.

Reading

➤ Digital Component 6.1

- Create the Preview Spellings chart for Introduce the Story on the board/ chart paper, or use the digital version (Digital Component 6.1).
- Plan small groups for the Reading lesson.
- Write some of the words or phrases from Additional Support in previous lessons on the board. If some Group 2 pairs finish early, they can illustrate one of the words or phrases.

Universal Access

- Gather images of the words *chips*, *chicken*, *match*, *chew*, and *catch* to use during the Sound Riddles activity.
- Prepare to use a magnifying glass to show students how it makes objects look bigger when reading “The Coin Shop.”

Start Lesson

Lesson 6: Spelling Alternatives /ch/ > ‘ch’ and ‘tch’ Foundational Skills



Primary Focus

Students will orally produce words with the /ch/ sound at either the beginning or end. **TEKS 1.2.A.vii**

Students will decode words spelled with /ch/ > ‘ch’ and ‘tch’, and will write words with these sound/spellings in fill-in-the-blank sentences. **TEKS 1.2.B.ii**

SOUND RIDDLES (5 MIN.)

- Tell students that today they are going to review the /ch/ sound as in *chin*.
- Have students say /ch/ several times.
- Ask students if /ch/ is a vowel sound or a consonant sound. (*It is a consonant sound, made with the mouth partly closed and an obstructed airflow.*)
- Tell students that you are going to say some riddles, each of which has an answer that starts with the /ch/ sound.
- Have students raise their hands and wait to be called on if they think they know the answer.

1. This is a salty, crunchy snack made from potatoes. (*chips*)
2. This is a bird that lays eggs and clucks. (*chicken*)
3. This is something that you strike to light a fire. (*match*)
4. This is something that you should do to your food before swallowing it. (*chew*)
5. This is something you do to a ball when someone throws it to you. (*catch*)



ENGLISH
LANGUAGE
LEARNERS

Foundational Skills

Using Foundational Skills

Show the images you prepared in advance to help students solve the riddles. Alternatively, act out some of the words.

ELPS 1.H; ELPS 2.B;

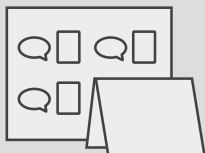
ELPS 2.E

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.ii** Demonstrate and apply phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs.

INTRODUCE SPELLING ALTERNATIVES FOR /CH/ (10 MIN.)

- Tell students that you will review the basic code spelling for /ch/ and introduce a new spelling alternative.

Code Materials



Consonant Code Flip Book	Individual Code Chart
1. /ch/ > 'ch' (<i>chin</i>) page 7	1. /ch/ > 'ch' (<i>chin</i>) page 6
2. /ch/ > 'tch' (<i>itch</i>) page 7	2. /ch/ > 'tch' (<i>itch</i>) page 6

- Turn to **Consonant Code Flip Book page 7**. Review with students the Spelling Card for 'ch' > /ch/ (*chin*), reading the sample word and discussing the power bar.
- Write 'ch' on the board, along with the two sample words: *chin*, *much*.
- Tell students that, as they can see on the power bar, 'ch' is the most common spelling for this sound, but it is not the only one.
- Tell students that you are going to show them how to write another spelling for the consonant sound /ch/.
- Write 'tch' on the board and explain that the three letters work together to stand for the /ch/ sound.
- Model drawing the spelling two or three more times.
- Turn to **Consonant Code Flip Book page 7**, and put the Spelling Card 'tch' > /ch/ (*itch*) on the appropriate space. Have students read the sample word. Discuss the power bar. Explain that the short power bar means that the /ch/ sound is sometimes spelled this way.
- Have students outline the 'tch' spelling on **Individual Code Chart page 6** in red marker to show that it is a spelling they have learned for a consonant sound. **TEKS 1.2.B.ii**
- Have students trace the spelling on their desks with a pointed finger while saying the sound.
- Tell students that whenever the spelling 'tch' 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 three letters stand for a single sound.
- Tell students that they can refer to their Individual Code Chart whenever they are having trouble remembering spelling alternatives for the /ch/ sound.

TEKS 1.2.B.ii Demonstrate and apply phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs.



Check for Understanding

Call on individual students and ask them to produce the sound /ch/ and the two ways to spell /ch/: 'ch' and 'tch'.

FILL IN THE BLANKS (10 MIN.)

TEKS 1.2.B.ii

- Have students turn to Activity Page 6.1.
- Explain that the words in the box contain the sound /ch/ spelled either 'ch' or 'tch'.
- Ask students to read the words in the box. Complete the first sentence with the class. If you feel students are able, have them complete the remainder of the activity page on their own.



Activity Page 6.1: Fill in the Blanks

Collect and review Activity Page 6.1 to monitor students' understanding of /ch/ spelled either 'ch' or 'tch'.

Activity Page 6.1



Support

Read aloud the sentences to help students determine which word best fits in each blank.

Lesson 6: "The Coin Shop"

Reading



Primary Focus

Students will decode words with initial and final consonant blends. **TEKS 1.2.B.ii**

Students will read "The Coin Shop" with purpose and understanding, and will answer oral literal, inferential, and evaluative questions about key details in

the text. **TEKS 1.4; TEKS 1.8.C**

INTRODUCE THE STORY (10 MIN.)

- Ask students to summarize what happened in the story "In the Cave." Review with students that a summary tells just the main points of the story. Remind students that "In the Cave" ended with Do•ba telling Kate that they could take the coin they found in the cave to her friend Sa•ni, a coin expert.

TEKS 1.2.B.ii Demonstrate and apply phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.

Reader



Page 8

✦ Preview Spellings **TEKS 1.2.B.ii**

- Please preview the following spellings and Tricky Words before reading today's story.

➤ Digital Component 6.1

'sh' > /sh/	'tch' > /ch/	'ch' > /ch/	Other Two-Syllable Words	Tricky Words
shame	batch	rich	un•der	some
shop	fetch		hun•dred	no
Span•ish	scratch•es			could
	switched			

- Point out that *scratches* is the plural form of *scratch*. Ask students if they remember why 'es' is added to the word *scratch*, instead of just 's'. (*The plural of words ending in 'ch' is formed by adding 'es'.*)

Preview Core Vocabulary

- Please 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.

Support

Show students the magnifying glass, or looking glass, you brought in to help students understand what it is before reading the story.

shop—n., a store (8)

Example: My favorite shop is the small toy store near the bank.

looking glass—n., a magnifying glass that makes objects look larger so they are easier to see (Remind students that they read about a looking glass, called a bug glass, in *Gran*. Josh and Jen used the bug glass to look at ants. A looking glass is also another name for a mirror, but in this story it is another name for a magnifying glass.) (8)

Example: I used the looking glass to see the tiny legs on an ant.

Spanish coin—n., money from Spain (8)

Example: My Spanish coin looks a little like our penny.

date—n., numbers showing the year something was made (10)

Example: The date on the old teacup was 1706.

minted—v., made coins by stamping metal (10)

Example: It would be fun to see where our coins were minted.

batch—n., a group of something (10)

Example: Let's make a batch of cookies.

✦ **TEKS 1.2.B.ii** Demonstrate and apply phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs.

fetch—v., to go get something (10)

Example: If I throw a stick, my dog will fetch it.

bucks—n., dollars (12)

Example: I brought ten bucks to the movie for a ticket and popcorn.

Sayings and Phrases

sixteen hundreds—the years ranging from 1600 to 1699, which is about 400 years ago (10)

Example: The sixteen hundreds were a very long time ago.

“That’s a shame.”—an expression that means “That is too bad.” (12)

Example: That’s a shame that it’s raining during recess.

Vocabulary Chart for “The Coin Shop”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	looking glass Spanish coin minted	batch	fetch
Multiple-Meaning Core Vocabulary Words			bucks shop date
Sayings and Phrases	sixteen hundreds “That’s a shame.”		

Purpose for Reading

- Tell students to read today’s story to find out what happens at the coin shop.

READ “THE COIN SHOP” (15 MIN.)

Small Group

- Divide students into two groups. Today you should meet with students from Group 1 who previously read with a partner in Lesson 4. Remember that it is important to hear all students read aloud on a regular basis.

Group 1: Meet with students needing more direct support. Have students take turns reading aloud “The Coin Shop.”



Reading/Viewing Closely

Beginning

Ask yes/no questions about elements of the story (e.g., “Could Sani sell the coin for three hundred bucks?”).

Intermediate

Provide students with sentence starters (e.g., “Sani could sell the coin for three hundred bucks because . . .”).

Advanced/Advanced High

Have students support their answers with key details from the text.

ELPS 4.G



Observation: Anecdotal Reading Record

As you listen to students in Group 1 read “The Coin Shop,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

Group 2: Tell students to take turns reading “The Coin Shop.” If they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

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.

Discussion Questions for “The Coin Shop”

1. **Literal.** Who is the narrator, or the person telling the story?
 - » Kate is telling the story.
2. **Literal.** Who was in the coin shop?
 - » Kate, Doba, and Doba’s pal, Sani, were in the coin shop.
3. **Literal.** What does the coin look like?
 - » The coin is silver and has some scratches on it.
4. **Evaluative.** Why would Sani want to look at the coin under a looking glass?
 - » Answers may vary, but should involve explanations that Sani would want to see the details of the coin.
5. **Inferential.** Sani says that the Spanish *minted* coins like Kate’s coin. What does the word *minted* mean?
 - » Answers may vary, but should include that *minted* means made the coin.
6. **Literal.** How much could Sani sell a Spanish coin for?
 - » He could sell it for three hundred bucks.
7. **Evaluative.** Why do you think Sani could sell the coin for three hundred bucks? Why is it worth so much money?
 - » Answers may vary.



Observation: Discussion Questions

Call on a different student to answer each question. Note students' names and performance in the Discussion Questions Observation Record, using the codes provided.

Lesson 6: Spelling

Language



Primary Focus: Students will spell and write one-syllable words with /ch/ > 'ch' and 'tch', and /sh/ > 'sh', and the Tricky Word *how*. **TEKS 1.2.C.iii; TEKS 1.2.C.iv**

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

INTRODUCE SPELLING WORDS

- Remind students that they will have a list of spelling words to practice and learn each week.
- Write the following headers on the board in columns: /ch/ > 'ch', /ch/ > 'tch', /sh/ > 'sh'.
- Read and write each spelling word, underlining and reviewing the consonant digraph in each word. Have students repeat each word after you. Remind students that the last word is a Tricky Word. Tricky Words do not follow the rules, so their spellings must be memorized.
- Ask students to use each word in a sentence, making sure to explain the meaning of any words they may not know. The words for this week are:

/ch/ > 'ch'	/ch/ > 'tch'	/sh/ > 'sh'	Tricky Word
chips	catch	marsh	how
much	fetch	shine	
		flash	

- Remind students they will have an assessment at the end of the week, so it is important to practice their spelling words at home.

TEKS 1.2.C Demonstrate and apply spelling knowledge by: (iii) spelling words using sound-spelling patterns; (iv) 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.

Take-Home Material

SPELLING WORDS

- Have students take home Activity Page 6.2 to practice their spelling words with a family member.

Activity Page 6.2



Lesson 6: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

- Throughout this unit, words, phrases, and sentences are included that you may copy on index cards and ask students to read. Use any of these at your discretion throughout the school day for a quick break and extra reading practice. Follow your established procedures for completing chaining activities.

Decodable Words

- | | |
|------------|------------|
| 1. catch | 6. pitch |
| 2. fetch | 7. pitcher |
| 3. kitchen | 8. scratch |
| 4. match | 9. stretch |
| 5. patch | 10. switch |

Chains

1. hitch > ditch > itch > pitch > patch > latch > hatch > batch > match > catch
2. snatch > snitch > stitch > stick > slick > lick > lack > latch > match > patch

Phrases and Sentences

1. Catch me if you can!
2. Switch sides.
3. Hatch a plan.
4. Mix and match.
5. A stitch in time saves nine.
6. The duck eggs will hatch soon.
7. Spot fetched the stick.
8. Who will pitch in this game?
9. Do his socks match?
10. Did you scratch the bug bite?

MORE HELP WITH /CH/ > 'TCH'

TEKS 1.2.B.iii

Chaining

- Tell students that they will be working on chains of words with the /ch/ sound.
- Write the first word and tell students to look at the letters from left to right. As they look at the letters, they need to remember the sounds the letters stand for and blend the sounds together to make the word.
- Make the letter change needed for the next word and describe the change as it is made. For example, when changing *hitch* to *ditch*, say, "Now I'm changing the /h/ sound at the beginning of the word to the /d/ sound. What word did I make now?"
- Continue until the chain is complete.
- If support is needed, model the sounds and blending. Also encourage students to use the blending motions they have learned.

1. match > patch > pitch > itch > hitch > hutch > hut > cut > cat > catch
2. stitch > snitch > switch > witch > wish > dish > dash > mash > match > latch

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 604 and 767 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 605 and 768 of those words would be completely decodable.

 **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.

7

SPELLING ALTERNATIVES

Review /g/ > 'g'
and 'gg'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will segment two-syllable words with up to seven phonemes.

- ✦ **TEKS 1.2.A.vii**
- ✦ Students will read words spelled with /g/ > 'g' and 'gg'. **TEKS 1.2.B.i**

Language (Grammar)

Students will distinguish between statements and questions in oral sentences; will identify a period as end punctuation for a statement and a question mark as end punctuation for a question; will identify nouns, verbs, and adjectives; and will write

- ✦ capital letters at the beginning of sentences. **TEKS 1.11.D.viii; TEKS 1.11.D.ix**

Reading

Students will reread "The Coin Shop" with a partner, and will answer written multiple-choice and short-answer questions based on key details in the

- ✦ text. **TEKS 1.4; TEKS 1.6.G**

FORMATIVE ASSESSMENT

Activity Page 7.1

Statements and Questions

- ✦ **TEKS 1.11.D.viii; TEKS 1.11.D.ix**

Observation

Anecdotal Reading Record "The Coin Shop"

- ✦ **TEKS 1.4**

Observation

Story Questions "The Coin Shop"

- ✦ **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.i** Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences; **TEKS 1.11.D** Edit drafts using conventions of standard English, 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 1.4** 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.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Segment and Blend Two-Syllable Words (Phonological Awareness and Phonics)	Whole Group	5 min.	
Spellings for /g/ (Phonics)	Whole Group	10 min.	<input type="checkbox"/> Consonant Code Flip Book
Language (Grammar)			
Statements and Questions	Whole Group	20 min.	<input type="checkbox"/> Statement or Question (Digital Components) <input type="checkbox"/> Activity Page 7.1
Reading			
Review the Story	Whole Group	5 min.	<input type="checkbox"/> <i>Kate's Book</i> <input type="checkbox"/> Activity Page 7.2
Reread "The Coin Shop"	Partner	20 min.	
Take-Home Material			
Spelling Alternatives for /ch/			<input type="checkbox"/> Activity Page 7.3

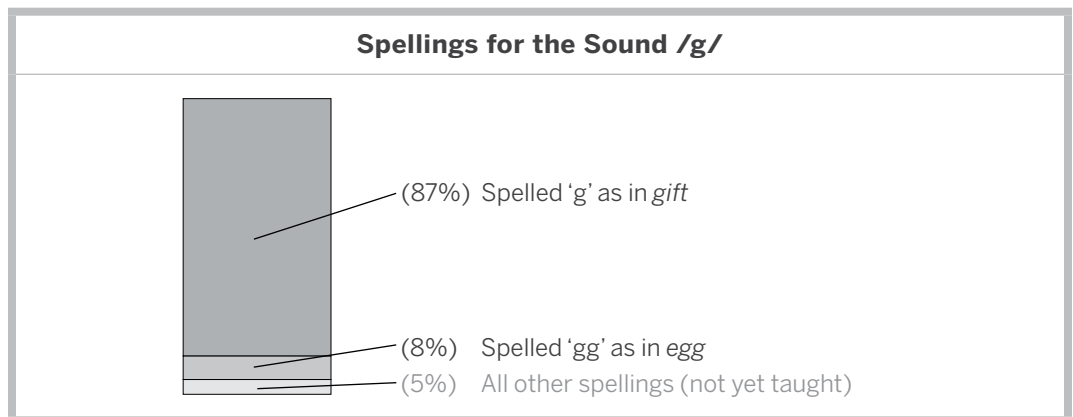
ADVANCE PREPARATION

Note to Teacher

For oral segmenting and blending activities, continue to review the different types of two-syllable words students learned in Unit 4: compound words, root words with suffixes, and other types of two-syllable words in which the individual syllables cannot stand alone as separate words.

In the segmenting and blending exercise, the last two words have been marked with an *. For these words, ask students to segment each syllable and tell you how to spell the word, syllable by syllable, so you can write the word on the board.

Also, today you will review two important spellings for the /g/ sound: the basic code spelling 'g' as in *got*, and the spelling alternative 'gg' as in *egg*. The following chart shows how common each spelling is.



Here are some patterns for you to be aware of:

- **g** is the most common spelling. It is used in most situations, including initial position (*get, gift*), final position (*bug, bag*), and in the initial consonant clusters *gl-* and *gr-* (*glow, grow*).
- **gg** follows the same patterns as 'pp' and 'bb'. It is never used at the beginning of a word. It is used in doubling situations (*big > bigger*) and after a "short" vowel sound in other multisyllable words (*dagger, snuggle, giggle*).
- The sound /g/ (combined with the sound /z/) can also be represented by the letter 'x' in some words (*exact, exaggerate*).

Foundational Skills

- Look at each word in the box in Segmenting and Blending Two-Syllable Words and notice where they are marked with a syllable divider.
- Prepare to display the Consonant Code Flip Book within view of all students. You may wish to tab page 6.

Grammar

➤ Digital Component 7.1

- Write the four sentences on the board from the lesson that do not have capitalization or punctuation included, or prepare to use the digital version (Digital Component 7.1.).

Start Lesson

Lesson 7: Spelling Alternatives /g/ > 'g' and 'gg'

Foundational Skills



Primary Focus

Students will segment two-syllable words with up to seven phonemes.

✚ **TEKS 1.2.A.vii**

✚ Students will read words spelled with /g/ > 'g' and 'gg'. **TEKS 1.2.B.i**

SEGMENTING AND BLENDED TWO-SYLLABLE WORDS (5 MIN.)

- Say the first word from the following box, *rainbow*, and ask students to tell you how many syllables there are. Remind students that every syllable has a vowel sound; clap the number of syllables, if necessary.
- Point out that this two-syllable word is a compound word (i.e., a word made up of two separate, single-syllable words). In this case, *rain* and *bow* are two separate words that make up the word *rainbow*.
- Repeat the word *rainbow*, pausing slightly between the syllables.
- Say the first syllable in a segmented fashion, marking each sound with a finger tap, beginning with a thumb-forefinger tap (/r/ /ae/ /n/).
- Say the second syllable in a segmented fashion, returning to the thumb-forefinger tap for the first sound (/b/ /oe/).
- Say the blended word while making a fist.
- Have students repeat after you.



✚ **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.i** Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences.

- Continue this process with the remaining words.

1. rain•bow (3+2) /r/ /ae/ /n/ • /b/ /oe/
2. mail•box (3+3) /m/ /ae/ /l/ • /b/ /o/ /x/
3. sil•ver (3+2) /s/ /i/ /l/ • /v/ /er/
4. robb•er (3+1) /r/ /o/ /b/ • /er/
5. *tooth•paste (3+4) /t/ /oo/ /th/ • /p/ /ae/ /s/ /t/
6. *star•fish (3+3) /s/ /t/ /ar/ • /f/ /i/ /sh/

* Have students provide the spellings for these words, syllable by syllable, as you write the words on the board.

SPELLINGS FOR /g/ (10 MIN.)

- Tell students that you will review the basic code spelling for /g/.

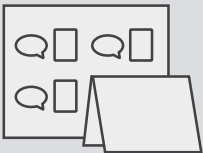
Consonant Code Flip Book

1. /g/ > 'g' (*gift*) **page 6**
2. /g/ > 'gg' (*egg*) **page 6**

- Turn to **Consonant Code Flip Book page 6**. Point to the 'g' and ask students to name the letter. Read the word *gift*, and remind students that 'g' can be used to spell /g/ in English words.
- Point to the power bar under the 'g', and ask students what the length of the power bar means. (*It means that 'g' is a very common spelling for /g/.*)
- Write 'g' on the board, along with the two sample words listed in the following box.
- Ask students to tell you another spelling for /g/ that they have learned.
- Repeat the previous steps, reviewing with students the sample word and the length of the power bar on the Spelling Card for 'gg'.
- Write 'gg' on the board, along with the two sample words listed in the following box.

1. g: *get, big*
2. gg: *digging, hugged*

Code Materials



Lesson 7: Grammar

Language



Primary Focus: Students will distinguish between statements and questions in oral sentences; will identify a period as end punctuation for a statement and a question mark as end punctuation for a question; will identify nouns, verbs, and adjectives; and will write capital letters at the beginning of sentences.

✦ **TEKS 1.11.D.viii; TEKS 1.11.D.ix**

STATEMENTS AND QUESTIONS

- Remind students that they have learned about two types of sentences: statements and questions.



Check for Understanding

Ask students what kind of sentence ends with a period. (*a statement*) Have a student say a statement.

Ask students what kind of sentence ends with a question mark. (*a question*) Have a student ask a question.

- Tell students that you are going to read some sentences and that you want them to tell you whether each one is a statement or a question and which punctuation mark should be used at the end of each.

Note: These sentences are not entirely decodable and are meant to be used orally in this exercise.

1. Did you like the story we read yesterday? (*question, ends with a question mark*)
2. It is windy outside today. (*statement, ends with a period*)
3. Did you have fun at the parade yesterday? (*question, ends with a question mark*)
4. Our new books are fun to read. (*statement, ends with a period*)

- Direct students' attention to the first written sentence you prepared in advance.

✦ **TEKS 1.11.D** Edit drafts using conventions of standard English, including: (viii) edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun "I"; (ix) edit drafts using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences.

Support

Work with a small group or individuals to complete the activity page together, with the goal of completing some of the sentences independently.

Activity Page 7.1



ENGLISH
LANGUAGE
LEARNERS



Language

Writing

Beginning

Have students dictate the question and the statement and identify appropriate punctuation for each.

Intermediate

Have students dictate the question and the statement as needed.

Advanced/Advanced High

Have students write the question and the statement independently.

ELPS 5.D

Digital Component 7.1

1. can you fetch the book
2. the chicks hatched
3. ben cooks in the kitchen
4. will Sal get a pet

- Have the class read aloud the first sentence.
- Ask a student to come up to the board, change the first letter into a capital letter, and add the correct punctuation mark.
- Remind students that a *noun* names a person, place, or thing. Have a student circle the noun.
- Ask students to tell you what a *verb* is. (*a part of speech that shows action*) Ask a student to come up to the board and draw a squiggly line under the verb in the sentence. Ask students to also identify whether the verb is in the present, past, or future tense.
- Remind students that *adjectives* are parts of speech that describe nouns. Ask students to orally provide you with an adjective for nouns in the sentences. For example, if you point to book, students may say the words *big* or *heavy*.
- Continue in the same manner for the remaining sentences.
- Have students turn to Activity Page 7.1.
- On the front of the activity page, have students copy the sentences on the lines. Remind them to use a capital letter at the beginning of each sentence and the correct punctuation mark at the end.
- On the lines on the back of the activity page, have students write a question and a statement about the picture. Remind students to write complete sentences and to use capital letters and correct punctuation marks. If time permits, have students share the statements and questions they wrote about the picture.



Activity Page 7.1: Statements and Questions

Collect and review Activity Page 7.1 to monitor students' ability to identify and use statements and questions and use appropriate end punctuation for each.

Lesson 7: “The Coin Shop”

Reading



Primary Focus: Students will reread “The Coin Shop” with a partner, and will answer written multiple-choice and short-answer questions based on key details in the text. **TEKS 1.4; TEKS 1.6.G**

REVIEW THE STORY (5 MIN.)

- Tell students they will reread “The Coin Shop” with a partner.
- Briefly review what happened in the story.
- Tell students to complete Activity Page 7.2 after they reread the story with their partner. Encourage students to reread the story to find the answers to the questions and to write on the blanks the page numbers where they find the answers.

RERead “THE COIN SHOP” (20 MIN.)

Partner Reading

- Have students reread “The Coin Shop” with a partner.



Observation: Anecdotal Reading Record

As you listen to students read “The Coin Shop,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

- Review Activity Page 7.2 as a class.



Activity Page 7.2: Story Questions

Collect and review Activity Page 7.2 to monitor students’ understanding of “The Coin Shop.”

Reader



Page 8

Activity Page 7.2



Support

Work with one or more of the partner groups to model and demonstrate appropriate partner reading and how to support each other when one partner is struggling with a word.

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.

Take-Home Material

SPELLING ALTERNATIVES FOR /CH/

Activity Page 7.3



- Have students take home Activity Page 7.3 to practice spelling alternatives for /ch/ with a family member.

Lesson 7: Foundational Skills Remediation

Additional Support

MORE HELP WITH SEGMENTING AND BLENDING TWO-SYLLABLE WORDS

- Look at each word in the following box and notice where they are marked with a syllable divider.
- Say the first word from the box, *sunshine*, and ask students to tell you how many syllables there are. Remind students that every syllable has a vowel sound; clap the number of syllables, if necessary.
- Point out that this two-syllable word is a compound word (i.e., a word made up of two separate, single-syllable words). In this case, the words *sun* and *shine* are two separate words that make up the word *sunshine*.
- Repeat the word *sunshine*, pausing slightly between the syllables.
- Now say the first syllable in a segmented fashion, marking each sound with a finger tap, beginning with a thumb-forefinger tap (/s/ /u/ /n/).
- Say the second syllable in a segmented fashion, returning to the thumb-forefinger tap for the first sound (/sh/ /ie/ /n/).
- Say the blended word while making a fist.
- Have students repeat the entire segmenting and blending process after you.
- Continue this process with the remaining words. Point out whether the word is a compound word, a root word with a suffix, or a word where the individual syllables cannot stand alone as separate words.



1. sun•shine (3+3) /s/ /u/ /n/ • /sh/ /ie/ /n/
2. ripp•ing (3+2) /r/ /i/ /p/ • /i/ /ng/
3. lock•smith (3+4) /l/ /o/ /k/ • /s/ /m/ /i/ /th/
4. tar•get (2+3) /t/ /ar/ • /g/ /e/ /t/
5. *socc•er (3+1) /s/ /o/ /k/ • /er/
6. *paw•print (2+5) /p/ /aw/ • /p/ /r/ /i/ /n/ /t/

*Have students provide the spellings for these words, syllable by syllable, as you write the words on the board/chart paper.

MORE HELP WITH SPELLING ALTERNATIVES FOR /G/

Targeted Dictation

- Have students take out a **pencil** and **paper**.
- Explain that you are going to say a number of words that contain the spelling alternatives for /g/: 'g' and 'gg'. Write the spellings on the board.
- Tell students to write each word that you say.
- For each word that you say, hold up one finger for each sound.
- Ask students to count the sounds in the word and then draw a line on their paper for each sound that they heard. For example, for the word *tugged*, four lines would be drawn on the paper: .
- Once students have drawn one line for each sound in the word, remind them that the sound /g/ can be spelled with two letters.
- Have students write the spellings on their respective lines: t u gg ed.
- Finally, ask students to read the word back to you.
- Instruct students to refer to the Individual Code Chart if they are having difficulty remembering how to write the spellings.
- After going through all the words, write them on the board and have students 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 most need to practice. Dictate as many words as time allows.

1. tugged
2. frog
3. lagging
4. gash
5. grip
6. jogging
7. digger
8. drags

SPELLING ALTERNATIVES

Introduce /j/ > 'j', 'g',
and 'ge'

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will read Tricky Words taught in this and past units. **TEKS 1.2.B.vi**
- Students will read words spelled with /j/ > 'g' and 'ge'. **TEKS 1.2.B.i**

Reading

Students will read "You Never Can Tell" with purpose and understanding, will answer written multiple-choice and short answer questions about the text, and will answer oral literal, inferential, and evaluative questions about key details in

- the text. **TEKS 1.4; TEKS 1.7.C**
- Students will identify and read high-frequency words from a research-based list. **TEKS 1.2.B.vi**

FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record "You Never

- Can Tell" **TEKS 1.4**

Observation

Discussion Questions "You Never Can Tell"

- TEKS 1.7.C**

Activity Page 8.1

Story Questions "You Never Can Tell"

- TEKS 1.7.C**

- 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; (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 1.7.C** Use text evidence to support an appropriate response.

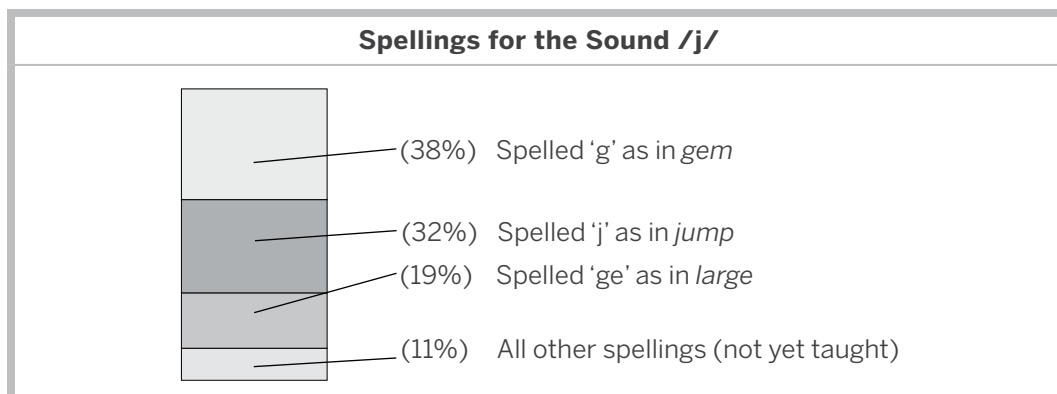
LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Tricky Word Review (Phonics)	Whole Group	5 min.	<input type="checkbox"/> Tricky Word cards
Introduce Spelling Alternatives for /j/ (Phonics)	Whole Group	10 min.	<input type="checkbox"/> Consonant Code Flip Book <input type="checkbox"/> Spelling Cards for 'ge' > /j/ (<i>fringe</i>) and 'g' > /j/ (<i>gem</i>) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> Spellings for /j/ (Digital Components) <input type="checkbox"/> red markers
Spelling Tree for /j/ (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Spelling Tree for /j/ <input type="checkbox"/> prepared leaves <input type="checkbox"/> tape <input type="checkbox"/> marker
Reading			
Introduce the Story	Whole Group	10 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "You Never Can Tell"	Partner	15 min.	<input type="checkbox"/> <i>Kate's Book</i> <input type="checkbox"/> Activity Page 8.1
Take-Home Material			
"The Coin Shop"			<input type="checkbox"/> Activity Page 8.2

ADVANCE PREPARATION

Note to Teacher

Today you will introduce two spelling alternatives for the /j/ sound. Students should already know the basic code spelling 'j' as in *jump*. In this lesson, you will review that spelling and introduce the spelling alternatives 'g' as in *gem* and 'ge' as in *fringe*. The following chart shows how common each spelling is.



Here are some patterns for you to be aware of:

- The '**g**' and '**j**' spellings are used at the beginning of words and syllables, but generally not at the end.
- '**j**' is more common than 'g' at the beginning of words and syllables.
- As an initial spelling, '**g**' is used mainly in words that begin with *ge-*, *gi-*, and *gy-* (*gem*, *ginger*, *gypsy*).
- '**g**' (never 'j') is used with separated vowel digraphs (*age*, *huge*).
- '**g**' is used in place of 'ge' when suffixes are added (e.g., *barge* > *barging* and *large* > *largest*).
- '**ge**' is used at the end of words, after r-controlled vowel sounds (*large*, *urge*) and in consonant clusters (*plunge*, *bulge*).
- The spelling alternatives '**dge**' as in *judge* and '**dg**' as in *judging* will be taught in later grades.

Also, today you will create a new Spelling Tree to teach and review spelling alternatives for /j/. Remember that the trunk of a Spelling Tree represents the specific sound under study, whereas the various branches and their respective leaves represent the different spellings for this sound. The Spelling Tree serves as a visual reminder that one sound can have more than one spelling.

Refer to the directions and template in Teacher Resources for further guidance in creating the new Spelling Tree. Remember to mark the trunk of this Spelling Tree /j/. The Spelling Tree should have four branches that fork off from the central trunk. Two of the branches for the /j/ Tree are for 'j' and 'g', which should both be about the same size as they represent the most frequent spellings. The next, smaller branch should be labeled 'ge', whereas the top branch (and shortest) is for odd ducks.

Foundational Skills

- Be sure students have their Tricky Word cards readily available.
- Prepare to display the Consonant Code Flip Book within view of all students. You may wish to tab page 8. Also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and red markers readily available.

➤ Digital Component 8.1

- Write the following headers on the board/chart paper, or prepare to use the digital version (Digital Component 8.1): 'j', 'g', 'ge', *odd ducks*.
- Prepare a Spelling Tree for the /j/ sound, using the directions and template in Teacher Resources. You should have the Spelling Tree assembled and ready to be displayed before you begin this lesson.
- Write the following words on leaves to add to the /j/ Spelling Tree, using the template in Teacher Resources: *jump, jar, join, jack•et, germs, gem, gin•ger, mag•ic, in•gest, large, charge, hinge*.
- Also have some blank leaves and odd duck cards ready to use in the lesson.

Reading

➤ Digital Component 8.2

- Create the Preview Spellings chart for Introduce the Story on the board/chart paper, or use the digital version (Digital Component 8.2).

Lesson 8: Spelling Alternatives /j/ > 'j', 'g', and 'ge'

Foundational Skills



Primary Focus

- Students will read Tricky Words taught in this and past units. **TEKS 1.2.B.vi**
- Students will read words spelled with /j/ > 'g' and 'ge'. **TEKS 1.2.B.i**

TRICKY WORD REVIEW (5 MIN.)

- Have students take out the index cards they made for previously taught Tricky Words and place them on their desk.
- Explain that you will say one of the Tricky Words and that you want students to hold up the card for the word.
- Say one of the Tricky Words, and have students hold up the correct word. Have one student say a phrase or sentence that contains the Tricky Word.
 - Tricky Words include: *were, are, should, could, your, to, their, because, word, have, today, yesterday, tomorrow, how.*
- Repeat with as many words as you deem necessary.
- Have students keep the index cards for later use.

INTRODUCE SPELLING ALTERNATIVES FOR /j/ (10 MIN.)

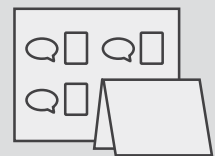
- Tell students that you will review the basic code spelling for /j/ and introduce two new spelling alternatives.

Consonant Code Flip Book	Individual Code Chart
1. /j/ > 'j' (<i>jump</i>) page 8	1. /j/ > 'j' (<i>jump</i>) page 6
2. /j/ > 'g' (<i>gem</i>) page 8	2. /j/ > 'g' (<i>gem</i>) page 6
3. /j/ > 'ge' (<i>fringe</i>) page 8	3. /j/ > 'ge' (<i>fringe</i>) page 6

- Turn to **Consonant Code Flip Book page 8**. Point to the 'j' and ask students to name the letter.

- 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; (i) decoding words in isolation and in context by applying common letter-sound correspondences.

Code Materials





Foundational Skills

Foundational Literacy Skills

Spanish speakers may have difficulty pronouncing the /j/ sound. Explain that in English, the letter 'j' and 'g' can stand for the /j/ sound. Explain that to make the sound, put the tip of your tongue against the top of your mouth and push your tongue forward, creating a little explosion of air. Keep your teeth slightly open; this will let you make a different sound than the /ch/ sound where you keep your teeth closed before pushing air out. Have students practice.

ELPS 1.B; ELPS 2.A;

ELPS 5.A

- Read the word *jump*, and remind students that 'j' can be used to spell /j/ in English words.
- Point to the power bar under the 'j', and ask students what the length of the power bar means. (*It means that 'j' is a very common spelling for /j/.*)
- Write 'j' on the board, along with the two sample words: *jump, jar*.
- Tell students that, as they can see, 'j' is not the only spelling for /j/.
- Tell students that /j/ is a tricky sound, which means it is a sound that can be spelled several different ways.
- Write 'g' on the board, and explain that this letter can stand for the /j/ sound.
- On **Consonant Code Flip Book page 8**, put the Spelling Card 'g' > /j/ (*gem*) on the appropriate space. Have students read the sample word. Discuss the length of the power bar. Explain that the /j/ sound is spelled 'g' a bit more often than it is spelled 'j'.
- Have students outline the 'g' spelling on **Individual Code Chart page 6** in red marker to show that it is a spelling they have learned for a consonant sound.
- Have students trace the spelling on their desks with a pointed finger while saying the sound.
- Tell students there is another way to write the /j/ sound.
- Write 'ge' on the board, and explain that the two letters work together to stand for the /j/ sound.
- On **Consonant Code Flip Book page 8**, put the Spelling Card 'ge' > /j/ (*fringe*) on the appropriate space. Have students read the sample word. Discuss the length of the power bar. Explain that the shorter power bar means that the /j/ sound is not usually spelled this way.
- Have students outline the 'ge' spelling on **Individual Code Chart page 6** in red marker to show that it is a spelling they have learned for a consonant sound.
- Tell students that they can refer to their Individual Code Chart whenever they are having trouble remembering spelling alternatives for the /j/ sound.
- Tell students that whenever the spelling 'g' or 'ge' for the /j/ sound 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 they stand for /j/.

➤ Digital Component 8.1

- Direct students' attention to the chart with spellings for /j/ you prepared in advance and note the three spellings for /j/ > 'j', 'g', and 'ge'.
- Ask students to share any words that include the /j/ sound.
- Write and sort the /j/ words that students provide, according to the spelling, on the chart. If students provide a word in which the /j/ sound is not spelled with any of the spellings below, list these words under "odd ducks." Explain that odd ducks are words in which the /j/ sound is written with a spelling that is not taught in Grade 1. Do not list words in the "odd ducks" column unless students happen to suggest these words.
- Circle the letters that stand for the /j/ sound in each word. For example, if a student says *jar*, list the word under the heading 'j' and circle the 'j'. If a student says a word that contains two different spellings for /j/, list the word twice.

SPELLING TREE FOR /J/ (20 MIN.)

- Direct students' attention to the prepared Spelling Tree. Tell students that this Spelling Tree will help them keep track of and organize the different spellings for the /j/ sound.
- Point to the trunk labeled /j/, and tell students to say the /j/ sound. Tell them that you are going to add leaves to the different branches of this Spelling Tree. All of the words that you put on the Spelling Tree will have the /j/ sound.
- Point to the branches, and explain that each branch will represent a different spelling for /j/. Review the spellings on the branches, and note that the branches are like the power bars because they show how common a spelling is for a particular sound. The biggest branches show the most common or most frequent spellings.
- Point out that the odd ducks branch is the shortest. Explain that words with unusual spellings are called odd ducks. Odd ducks are Tricky Words, and like Tricky Words, odd ducks are on yellow paper.
- Show students the following leaves, one at a time, with words that have the /j/ spellings that you prepared in advance: *jump*, *germs*, and *charge*. Ask students to read one word at a time. Then ask one student to tell you on which branch you should place this leaf/word; then tape that leaf to the Spelling Tree. Continue until all three of the leaves have been read and placed on the appropriate branch.

Challenge

Have students generate additional words with the /j/ sound to add to the Spelling Tree. Write these on leaves, and then ask students to place them on the correct branches. If students come up with any odd ducks, such as the words *budge* or *bridge*, they can be written on the yellow, duck-shaped cards

- Distribute the remaining leaves to pairs of students, one leaf per pair. Give students one minute to practice reading the word with their partner and to discuss the proper placement of their particular leaves on the Spelling Tree.
- Call on each pair of students to show their leaf to their classmates. Have them read the word and then direct you where to tape the leaf. Ask for confirmation from the remainder of the class. Continue until all of the words are placed on the Spelling Tree.
- Explain that you will be using the Spelling Tree as an organizer. Students will have a chance to add more words to the Spelling Tree in later lessons.

Lesson 8: “You Never Can Tell”

Reading



Primary Focus

Students will read “You Never Can Tell” with purpose and understanding, will answer written multiple-choice and short answer questions about the text, and will answer oral literal, inferential, and evaluative questions about key details in the text. **TEKS 1.4; TEKS 1.7.C**



Students will identify and read high-frequency words from a research-based list. **TEKS 1.2.B.vi**



INTRODUCE THE STORY (10 MIN.)

- Ask students to turn to the table of contents and tell you which story is after “The Coin Shop”. (“*You Never Can Tell*”)
- Tell students that this title is an expression that means you cannot know what is going to happen in the future. In today’s story, this is an expression that Doba says to Kate when they are talking about her coin.

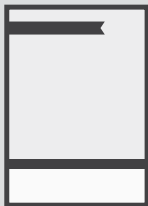
Preview Spellings

- Please preview the following spellings and Tricky Words before reading today’s story.
- There are two special Tricky Words for today’s story. The first word is *Navajo*, which is pronounced /n/ /a/ • /v/ /ə/ • /h/ /oe/ or nah•vuh•hoe. (The ‘nah’ sound is like ‘a’ as in *apple*.) The second word is *person*. Have students practice reading and saying the new Tricky Words several times before reading.



TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response; **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.

Reader



Page 14

➤ Digital Component 8.2

/d/ > 'ed'	/ed/ > 'ed'	/t/ > 'ed'	Other Two-Syllable Words	Tricky Words
stared	start•ed nodd•ed	stretched asked	kitch•en per•haps af•ter happ•en leg•end	could Na•va•jo per•son

Preview Core Vocabulary

- Please 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.

chat—v., to talk in a friendly way (14)

Example: I love to chat with my best friend.

stretched—v., reached out (14)

Example: I stretched my arms to reach the box on the shelf.

nodded—v., moved their head up and down in agreement (16)

Example: I nodded my head to say yes.

rare—adj., unusual (18)

Example: I found a rare jewel.

dime—n., a silver coin worth ten cents (18)

Example: I only had one dime to buy candy.

Vocabulary Chart for “You Never Can Tell”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		stretched rare	chat dime nodded
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			



Purpose for Reading

- Tell students to read today's story to find out what Doba is talking about when she says, "You never can tell." When they are finished, they should complete Activity Page 8.1. Encourage students to look back at the story to find their answers.

READ "YOU NEVER CAN TELL" (15 MIN.)

Partner Reading

- Have students read "You Never Can Tell" with a partner and then complete Activity Page 8.1.



Observation: Anecdotal Reading Record

As you listen to students read "You Never Can Tell," make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

- Review Activity Page 8.1. 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 parts of the story that guided their answers.



Reading

Reading Closely

Beginning

Rephrase questions as yes/no questions (e.g., “Can Sani sell the coin for a lot of money?”).

Intermediate

Provide students with sentence starters for answering questions (e.g., “Sani can sell the Spanish coin for so much money because . . .”).

Advanced/Advanced High

Encourage students to use key details from the text to support their answers and expand upon those of their classmates.

ELPS 4.G; ELPS 4.I

Discussion Questions for “You Never Can Tell”

1. **Literal.** Did Kate decide to sell or keep the coin?
 - » Kate decided to keep the coin.
2. **Evaluative.** At the end of “The Coin Shop,” Kate was excited that she could sell her coin for three hundred bucks, but she instead decided to keep it. Why do you think she decided not to sell the Spanish coin?
 - » Answers may vary.
3. **Inferential.** Doba asks what the coin would say if it had lips. What does she mean by this?
 - » If the coin had lips, it might be able to talk and tell them who left it in the cave.
4. **Inferential.** Why can Sani sell the Spanish coin for so much money?
 - » He can sell the coin for a lot of money because the coin is rare.
5. **Evaluative.** What does Doba mean when she says, “You never can tell!”
 - » Answers may vary, but may include that perhaps if dimes become rare, and Kate keeps her dime, it might be worth three hundred dollars in the future.



Observation: Discussion Questions

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



Activity Page 8.1: Story Questions

Collect and review Activity Page 8.1 to monitor students’ understanding of “You Never Can Tell.”

Take-Home Material

“THE COIN SHOP”

Activity Page 8.2



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

Lesson 8: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

- Follow the procedure outlined in Lesson 6.

✦ Decodable Words **TEKS 1.2.B.vi**

Note: Words with asterisks are on the Dolch and/or Fry Word List.

- | | |
|-----------|------------|
| 1. large* | 7. forge |
| 2. page* | 8. gem |
| 3. age | 9. germ |
| 4. cage | 10. huge |
| 5. magic | 11. larger |
| 6. charge | 12. stage |

Chains

- age > page > rage > cage > sage > stage > stale
- barn > barge > charge > large > Marge > merge
- gorge > forge > form > farm > charm > charge > large

✦ **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.

Phrases and Sentences

1. a large class
2. Plunge into the pool.
3. Be in charge.
4. Lunge and stretch.
5. magic trick
6. She likes to cook with sage.
7. Would you like a large scoop?
8. What page are you on?
9. The flame singed the tree branch.
10. Can you see germs?

MORE HELP WITH SPELLING ALTERNATIVES FOR /j/

Word Collection

- Tell students that you would like them to help you make a collection of words that have the /j/ sound.
- Review the spellings for /j/ using the **Individual Code Chart page 6**.
- Write the following headers on the board/chart paper for the sound /j/: 'j', 'g', 'ge'
- Ask students to tell you words that contain the /j/ sound.
- Write the words under the appropriate header.
 - If students give you words that are not decodable, add them to the list and point out the tricky parts of the word. For example, if a student says the word *bridge*, briefly explain the 'dge' spelling for /j/.
- Repeat until you have multiple examples of each spelling pattern.
- Use the word lists under each header to review the spellings and point out which spelling is more common.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 605 and 768 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 608 and 769 of those words would be completely decodable.

9

TRICKY SPELLING

Introduce 'g' > /g/
and /j/

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and write words with the tricky spelling 'g' > /g/ and /j/.

✦ **TEKS 1.2.B.i**

Students will read sentences featuring words with the tricky spelling 'g' > /g/ and /j/, will use context to determine appropriate pronunciation of words, and will

✦ write the words in sorted columns. **TEKS 1.2.B.i****Language (Grammar)**

Students will identify and spell plural nouns with the inflectional endings

✦ 's' > /s/ or /z/ and 'es' > /ez/. **TEKS 1.2.C.iii****Reading**

Students will read "The Offer" with purpose and understanding, will answer written multiple-choice and short-answer questions about the text, and will answer oral literal and evaluative questions about key details in the text.

✦ **TEKS 1.4; TEKS 1.7.C**

FORMATIVE ASSESSMENT

Activity Page 9.1

Practice Tricky Spelling 'g' > /g/ and /j/✦ **TEKS 1.2.B.i**

Observation

Anecdotal Reading Record "The Offer"✦ **TEKS 1.4**

Observation

Discussion Questions "The Offer"✦ **TEKS 1.7.C**

Activity Page 9.2

Story Questions "The Offer"✦ **TEKS 1.7.C**

- ✦ **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.C.iii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response.

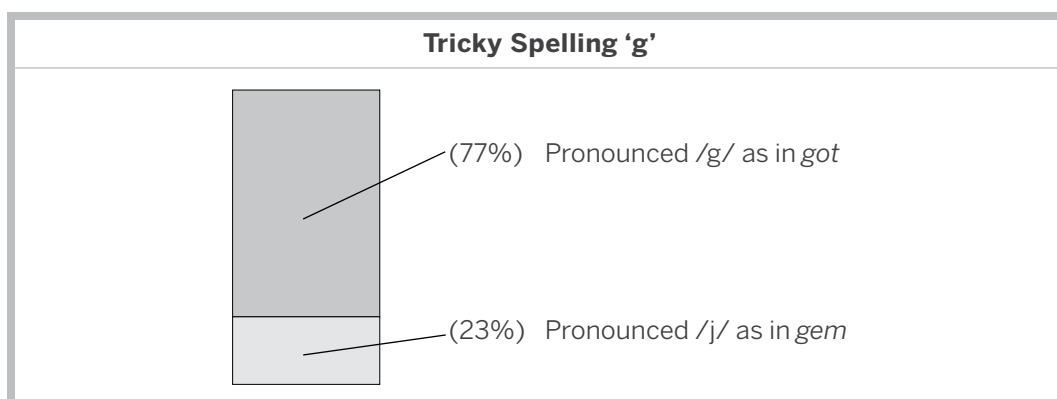
LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Tricky Spelling 'g' (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Consonant Code Flip Book <input type="checkbox"/> Tricky Spelling 'g' Diagram (Digital Components)
Tricky Spelling Practice (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 9.1
Language (Grammar)			
Review Plurals	Whole Group	5 min.	
Reading			
Introduce the Story	Whole Group	10 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "The Offer"	Small Group/ Partner	15 min.	<input type="checkbox"/> <i>Kate's Book</i> <input type="checkbox"/> Activity Page 9.2
Take-Home Material			
Plural Review			<input type="checkbox"/> Activity Page 9.3

ADVANCE PREPARATION

Note to Teacher

Today students will work on decoding the tricky spelling 'g'. This spelling poses a problem for readers because it can be pronounced /g/ (sometimes called hard 'g') or /j/ (sometimes called soft 'g'). The following chart shows that /g/ is the more common pronunciation. If students come across an unfamiliar printed word containing the letter 'g', they should first try pronouncing the 'g' as /g/. If that does not sound like a word, or if the resulting word does not make sense in context, students should try /j/.



Here are some patterns for you to be aware of:

- The spelling '**g**' is usually (not always) pronounced /g/ except when followed by the letters 'e', 'i', and 'y'. Initial '**g**' is almost always pronounced /g/ when it is part of an initial consonant cluster like *gl-* or *gr-* (*glad, grab*) and when it is at the beginning of a word and followed by the letters 'a', 'o', or 'u' (*gang, gum, go*). There are exceptions to this, like the words *gift, get, give, girl*.
- Final '**g**' is almost always pronounced /g/ (*big, rag, beg*) unless it is part of the 'ng' spelling for /ng/ (*song, king*).

You have already taught a lesson introducing a tricky spelling in Unit 3, for the tricky spelling 'oo'.

In addition, the Tricky Spelling Practice activity is a good exercise in which to use "think aloud" strategies, where you describe your thought processes out loud for the benefit of students. It is also a good exercise in which to emphasize the use of context clues as a support for decoding skills.

Foundational Skills

- Prepare to display the Consonant Code Flip Book within view of all students. You may wish to tab pages 6 and 8.

➤ Digital Component 9.1

- Copy the diagram for the tricky spelling 'g' on the board/chart paper or prepare to display the digital version.

Reading

➤ Digital Component 9.2

- Create the Preview Spellings chart for Introduce the Story on the board/chart paper, or use the digital version.
- Plan small groups for the Reading lesson.

Universal Access

- Gather images for the words on the Tricky Spelling 'g' chart: *gum, glad, dog, gem, germ.*

Start Lesson

Lesson 9: Tricky Spelling 'g' > /g/ and /j/

Foundational Skills



Primary Focus

Students will read and write words with the tricky spelling 'g' > /g/ and /j/.

✚ TEKS 1.2.B.i

Students will read sentences featuring words with the tricky spelling 'g' > /g/ and /j/, will use context to determine appropriate pronunciation of words, and will

✚ write the words in sorted columns. TEKS 1.2.B.i

INTRODUCE TRICKY SPELLING 'G' (15 MIN.)

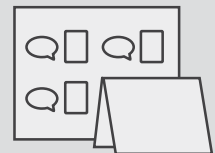
- Remind students that some spellings can be pronounced more than one way. Tell them that these spellings are called tricky spellings.

Consonant Code Flip Book

1. /g/ > 'g' (*gift*) **page 6**
2. /j/ > 'g' (*gem*) **page 8**

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

Code Materials



Support

If students point out that it looks as if the words *gem* and *germ* contain the spelling 'ge', explain that the 'e' represents the vowel sound /e/ in *gem* and is part of the vowel sound /er/ in *germ*. You can tell them that 'g' is often pronounced /j/ when it is followed by the letter /e/, but do not teach this as an infallible rule, as there are exceptions, such as *get*.

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LEARNERS



Foundational Skills

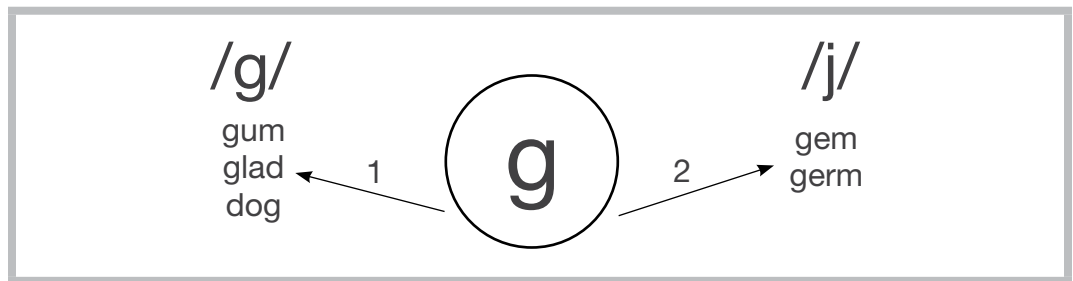
Foundational Literacy Skills

Show students a picture representing the each of the following words: *gum*, *glad*, *dog*, *gem*, *germ*. Say each word as you show the picture.

ELPS 2.E

- Using **Consonant Code Flip Book page 6**, point to the Spelling Card that shows 'g' as a spelling for /g/. Remind students that they have already learned that 'g' can be pronounced /g/. Read the example word on the Spelling Card.
- Remind students that they have also learned that 'g' can be pronounced /j/. Turn to **Consonant Code Flip Book page 8**. Point to the Spelling Card and read the example word.
- Follow the directions and draw the following chart to illustrate the tricky spelling 'g'.

➤ Digital Component 9.1



- On the left side of the board/chart paper, begin by writing /g/. Below it write the words *gum*, *glad*, and *dog*. Read the words aloud.
- Point out that the spelling 'g' is pronounced /g/ in these words.
- Write the /j/ on the right side of the board/chart paper. Explain that 'g' can sometimes be pronounced /j/ when it is followed by the letter 'e' or the letter 'i'.
- Below /j/, write the words *gem* and *germ*. Read the words aloud, and point out that the spelling 'g' is pronounced /j/ in these words.
- Write the letter 'g' on the board between the two sets of words, and circle the spelling.
- Tell students that in order to figure out how to pronounce this tricky spelling, students may need to try it two different ways.
- Draw one arrow from 'g' to the /g/ words, and label it 1. Draw a second arrow from 'g' to the /j/ words, and label it 2.
- Explain that /g/ is the most likely pronunciation option and therefore the one they should try first.
- If that does not sound right, or does not make sense in context, they should try option 2, /j/.

- Leave the diagram on the board/chart paper so students can consult it as they work on the next exercise.

TRICKY SPELLING PRACTICE (15 MIN.)

- Have students turn to Activity Page 9.1.
- Read the example words on the left: *gum, glad, dog*. Point out the /g/ sound in these words. Have students underline the 'g' in the words.
- Read the example words on the right: *gem, germ*. Review that the 'g' represents the /j/ sound in these words. Have students underline the 'g' in the words.
- Have students find the underlined 'g' in the word in the first sentence.
- Read the first sentence on the activity page, pronouncing the tricky spelling 'g' as /g/: "A cat is /l/ /ar/ /g/ /er/ than a rat." Ask students if that sounds right.
- Explain that, because /l/ /ar/ /g/ /er/ sounds wrong, students need to try it the other way.
- Read the sentence again, pronouncing the tricky spelling 'g' as /j/: "A cat is /l/ /ar/ /j/ /er/ than a rat." Ask students if that sounds right.
- Write *larger* in the /j/ column to indicate the 'g' in *larger* is pronounced like /j/ as in *gem*.
- Complete the remaining sentences, having students first find the underlined 'g' in the words and read them on their own. Then call on students to read the sentence aloud, try the tricky spelling both ways, choose the pronunciation that sounds right and/or makes sense, and print the word in the correct column.



Check for Understanding

When students have completed the activity page, ask them which pronunciation seems to be more common. (/g/)

Activity Page 9.1



ENGLISH
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Foundational Skills

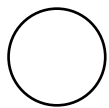
Foundational Literacy Skills

Spanish speakers may have difficulty pronouncing the /j/ sound. Explain that in English, the letter 'j' and 'g' can stand for the /j/ sound. Explain that to make the sound, put the tip of your tongue against the top of your mouth and push your tongue forward, creating a little explosion of air. Keep your teeth slightly open; this will let you make a different sound than the /ch/ sound where you keep your teeth closed before pushing air out. Have students practice.

ELPS 1.B; ELPS 2.A;

ELPS 5.A

Q: What is this?



A: A moon?
A wheel?
A cookie?
A pizza?
A ball?

Note: If students have trouble understanding Tricky Spellings, draw a circle on the board and ask students what it might be. Some possible answers include a circle, a ball, a cookie, the sun, or a wheel. Explain that some letters and spellings are like this circle; they can stand for more than one thing. Just as the circle can be a sun or a cookie, the letter 'g' can be a picture of /g/ or /j/. As an extension you could add details to the picture of the circle (e.g., add some clouds next to the circle and a house down below). In this context it is clearer that the circle is the sun. In the same way, the surrounding context of a sentence can help students figure out whether 'g' stands for /g/ or /j/.



Activity Page 9.1: Practice Tricky Spelling 'g' > /g/ and /j/

Collect and review Activity Page 9.1 to monitor students' understanding of the tricky spelling 'g'.

Lesson 9: Grammar

Language



Primary Focus: Students will identify and spell plural nouns with the inflectional endings 's' > /s/ or /z/ and 'es' > /ez/. **TEKS 1.2.C.iii**

Support

Remind students that they can feel the difference between /s/ and buzzy /z/ by placing their fingertips on their voice boxes while pronouncing the words.

REVIEW PLURALS

- Ask students if the word *books* is a singular or plural noun. (*plural*)
- Next, ask students if they hear /s/ or the buzzy /z/ at the end of the word *books*. (/s/)
- Ask students how they would spell the word *books*. Write the answer on the board.
- Ask students if the word *glasses* is a singular or plural noun. (*plural*)
- Next, ask students if they hear /s/ or the buzzy /z/ at the end of the word *glasses*. (/z/)
- Ask students how they would spell the word *glasses*. Write the answer on the board.
- Remind students that when a word ends in 'sh' > /sh/, 'ch' > /ch/, 's' > /s/ or /z/, or 'x' > /x/, you add 'es' to change it to the plural form.

TEKS 1.2.C.iii Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.

- Tell students that you will say some words. They should tell you if they hear the /s/ or /z/ sound at the end, and how they would write the word. Record their answers on the board.
- Use the following words: *dogs, maps, dishes, boxes, dresses, kites, birds, batches.*



Check for Understanding

Tell students you will say two words. They should write each word. Say the words *patches* and *tags*. Rotate around the class and observe students' responses.

Lesson 9: "The Offer" Reading



Primary Focus: Students will "The Offer" with purpose and understanding, will answer written multiple-choice and short-answer questions about the text, and will answer oral literal and evaluative questions about key details in the text.

✚ **TEKS 1.4; TEKS 1.7.C**

INTRODUCE THE STORY (10 MIN.)

- Remind students that titles give us clues as to what a story is about. Explain that the title of today's story is "The Offer."
- Ask students, "What is an offer?" Explain that an offer is an invitation or proposal of something. For example, if a friend says, "Can I offer you some candy?" they are providing you the choice of taking a piece of candy. Point out that the word *offer* can be a noun or verb.

Preview Spellings

- Please preview the following spellings and Tricky Words before reading today's story.
- The special Tricky Word for today's story is *Gad*, who is Sani's grandson. It is pronounced /g/ /u/ /d/ and it means juniper in Navajo. Students may have difficulty pronouncing the name, so /g/ /a/ /d/ is also acceptable. Have students practice reading and saying *Gad* several times before reading.

✚ **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response.

Reader



Page 20

➤ Digital Component 9.2

/j/ > 'ge'	/j/ > 'g'	/g/ > 'g'	Other Two-Syllable Words	Tricky Words
large	gee	bug	off•er	who
			grand•dad	to•morr•ow
			out•side	Gad
			morn•ing	

- Point out to students that *granddad* is a compound word, made up of *grand* and *dad*. *Outside* is also a compound word, made up of *out* and *side*.

Preview Core Vocabulary

- Please 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.

granddad—n., another name for a grandfather (20)

Example: I call my dad's father Granddad.

tent—n., a shelter that can be packed up and carried from place to place; it can be put together by using poles, is lightweight, and provides a place for sleeping (21)

Example: We slept in our tent when we went camping.

Sayings and Phrases

gee—interjection (informal), an expression that shows excitement or surprise (21)

Example: "Gee, that's a big book!"

Vocabulary Chart for "The Offer"

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			granddad tent
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	gee		



Purpose for Reading

- Tell students to read today's story to find out what Sani offers. When they are finished, they should complete Activity Page 9.2. Encourage students to look back at the story to find their answers.

READ "THE OFFER" (15 MIN.)

Small Group

- Divide students into two groups. You will work with Group 1, students who need more direct support and immediate feedback, while students in Group 2 should partner read.

Note: As today's story is shorter in length, you may have the opportunity to hear both groups read. Remember that it is important to hear all students read on a regular basis.

Group 1: Have students take turns reading aloud "The Offer." Then have them complete Activity Page 9.2 as a group.

Group 2: Tell students to take turns reading aloud "The Offer." When they are finished, have them complete Activity Page 9.2 with a partner.



Observation: Anecdotal Reading Record

As you listen to students read "The Offer," make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

- Review Activity Page 9.2. 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.



Reading

Reading/Viewing Closely

Beginning

Rephrase the questions to be yes/no questions (e.g., "Did Sani offer something?").

Intermediate

Provide sentence starters for answering the questions (e.g., "Sani offered . . .").

Advanced/Advanced High

Support students to expand on their own or classmates' answers.

ELPS 4.G

Discussion Questions for "The Offer"

1. **Literal.** What was Kate doing in the kitchen at the start of the story when Doba came in?
 - » Kate was scratching a large bug bite when Doba came in.
2. **Literal.** What did Sani offer?
 - » Sani offered to take Doba and Kate camping along with Gad.
3. **Literal.** What types of things does Doba say they will do when they go camping?
 - » They will hike, look at rocks, cook meals outside, look at the stars, and sleep in a tent.
4. **Evaluative.** What other things do you think Kate might do when she is out camping with Doba, Gad, and Sani?
 - » Answers may vary.



Observation: Discussion Questions

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



Activity Page 9.2: Story Questions

Collect and review Activity Page 9.2 to monitor students' understanding of "The Offer."

End Lesson

Take-Home Material

PLURAL REVIEW

- Have students take home Activity Page 9.3 to practice creating plural nouns with a family member.

Activity Page 9.3



Lesson 9: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY SPELLING ‘G’

Race to the Top

- Provide each student with a Race to the Top game board (**Activity Page TR 9.1**), **a game piece** (e.g., different-colored cubes, various coins, odd-shaped buttons, etc.), and word cards (**Activity Page TR 9.2**).
- Place cards in a facedown pile. As cards are drawn, the word is shown to the opposing player to be read. For correct answers, students move up a rung; for incorrect answers, students fall down a rung. First one who gets to the top wins.

MORE HELP WITH ORAL READING

Silly Voices

- Make a copy of **Activity Page TR 9.3**, and cut the picture cards apart.
- Provide students with the **Kate’s Book Reader**, and select a story they have already read, such as “The Coin Shop” or “The Offer.”
- 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.

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.

10

REVIEW

Spelling Alternatives for /k/ and /j/

PRIMARY FOCUS OF LESSON

Language (Spelling)

- Students will write dictated one-syllable words with /ch/ > 'ch' and 'tch', and /sh/ > 'sh', and the Tricky Word *how*. **TEKS 1.2.C.i; TEKS 1.2.C.ii**

Foundational Skills

- Students will review the spellings for the sounds /k/ and /j/. **TEKS 1.2.B.i**
- Students will read words with previously taught sound/spellings and will read previously taught Tricky Words. **TEKS 1.2.B.vi**
- Students will decode words with initial and final consonant blend closed syllables. **TEKS 1.2.B.ii; TEKS 1.2.B.iii**

Reading

- Students will read "The Campsite" with purpose and understanding, will answer written multiple-choice and short-answer questions about the text, and will answer oral literal and inferential questions about key details in the text. **TEKS 1.4; TEKS 1.6.F; TEKS 1.7.D**

FORMATIVE ASSESSMENT

Activity Page 10.1

Spelling Assessment

- TEKS 1.2.C.i; TEKS 1.2.C.ii**

Observation

Anecdotal Reading Record "The Campsite"

- (Group 1) **TEKS 1.4**

Observation

Discussion Questions "The Campsite"

- TEKS 1.6.F**

Activity Page 10.2

Story Questions "The Campsite"

- TEKS 1.6.F**

- TEKS 1.2.C** Demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial consonant digraphs;

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Spelling)			
Spelling Assessment	Whole Group	15 min.	☐ Activity Page 10.1
Foundational Skills			
Spelling Tree Review (Phonics)	Whole Group	10 min.	☐ tape ☐ prepared leaves
Word Baseball (Phonics)	Whole Group	15 min.	☐ prepared cards
Reading			
Introduce the Story	Whole Group	10 min.	☐ Preview Spellings Chart (Digital Components)
Read “The Campsite”	Small Group/ Partner	10 min.	☐ <i>Kate’s Book</i> ☐ Activity Page 10.2

TEKS 1.2.B Demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter-sound correspondences; (vi) identifying and reading at least 100 high-frequency words from a research-based list; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) 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 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.7.D** Retell texts in ways that maintain meaning.

ADVANCE PREPARATION

Foundational Skills

- Write the following words on leaves to add to the Spelling Trees for /k/ and /j/, respectively: *hike, looked, coin, luck, racc•oon, drum•stick, gee, larg•er, leg•end, gel, barge, stage*.
- Write the following words on index cards for Word Baseball.

- | | |
|----------------|----------------|
| 1. switch | 17. un•der |
| 2. queen | 18. camp•er |
| 3. ring | 19. draw•ing |
| 4. ground | 20. germ |
| 5. pitch•er | 21. cute |
| 6. scratch | 22. side |
| 7. chin | 23. mag•ic |
| 8. sour | 24. boiled |
| 9. raked | 25. rose•bud |
| 10. join | 26. large |
| 11. thawed | 27. page |
| 12. drum•stick | 28. swimm•ing |
| 13. card | 29. foot•print |
| 14. cord | 30. ground |
| 15. perch | 31. catch |
| 16. gem | |

- Draw a baseball diamond on the board similar to the image in the lesson.

Reading

➤ Digital Component 10.1

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

- Write some of the words or phrases from Additional Support in previous lessons on the board. If some Group 2 pairs finish early, they can illustrate one of the words or phrases.

Universal Access

- Have students' Individual Code Charts readily available for the Spelling Tree Review activity.
- Gather images of the core vocabulary words *crops*, *sleeping bags*, *lanterns*, and *lugged* to support students' understanding of today's story, "The Campsite."

Start Lesson

Lesson 10: Spelling Language



Primary Focus: Students will write dictated one-syllable words with /ch/ > 'ch' and 'tch', and /sh/ > 'sh', and the Tricky Word *how*. **TEKS 1.2.C.i; TEKS 1.2.C.ii**

SPELLING ASSESSMENT

- Have students turn to Activity Page 10.1. As a class, write the date on the activity page under the name line.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write down the word.
- Repeat this procedure with each of the remaining words.
- At the end, go back through the list and read each spelling word one more time.

- | | |
|----------|----------|
| 1. chips | 5. flash |
| 2. how | 6. marsh |
| 3. fetch | 7. catch |
| 4. shine | 8. much |

- After all the words have been called out, tell students that you will now show them the correct spelling for each word so they can correct their own work.

Activity Page 10.1



TEKS 1.2.C Demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial consonant digraphs.

- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling and writing the correct spelling next to it.



Activity Page 10.1: Spelling Assessment

At a later time, use the Lesson 10 analysis chart and directions provided in Teacher Resources to analyze students' mistakes. This will help you understand any patterns that are beginning to develop or that are persistent among individual students.

Lesson 10: Spellings for /k/ and /j/

Foundational Skills



Primary Focus

- ✦ Students will review the spellings for the sounds /k/ and /j/. **TEKS 1.2.B.i**
Students will read words with previously taught sound/spellings and will read previously taught Tricky Words. **TEKS 1.2.B.vi**
- ✦ Students will decode words with initial and final consonant blends and closed syllables. **TEKS 1.2.B.ii; TEKS 1.2.B.iii**

SPELLING TREE REVIEW (10 MIN.)

- Remind students that they have recently reviewed spellings for /k/. Point to the Spelling Tree for /k/, and review the four spellings, reading some of the leaves for each branch.
- Point to the Spelling Tree for /j/. Remind students that 'g' is a Tricky Spelling. Ask students to name the two different sounds for the 'g' spelling. (/j/ and /g/) Remind students that 'g' is often pronounced /j/ when it is followed by the letter 'e' or the letter 'i'.
- Show students the prepared leaves. Ask students to read the words aloud and use them in a sentence. Ask students to tape the leaves to the Spelling Trees.

WORD BASEBALL (15 MIN.)

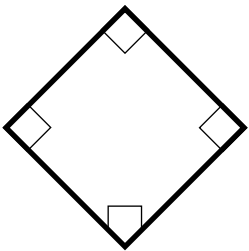
TEKS 1.2.B.ii; TEKS 1.2.B.iii

- Divide the class into two teams, having one team at a time come to line up at the board. (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."

- ✦ **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter-sound correspondences; (vi) identifying and reading at least 100 high-frequency words from a research-based list; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

Support

Have students reference the Individual Code Chart as they read the words on the leaves, to help them identify the spellings for the sounds /k/ and /j/.



- 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 important as well, 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 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.

Lesson 10: “The Campsite”

Reading



Primary Focus: Students will read “The Campsite” with purpose and understanding, will answer written multiple-choice and short-answer questions about the text, and will answer oral literal and inferential questions about key details in the text. **TEKS 1.4; TEKS 1.6.F; TEKS 1.7.D**

INTRODUCE THE STORY (10 MIN.)

- Ask students to describe the offer that Doba’s friend, Sani, presented in the last story. (*The offer was to go camping.*)
- Review with students the things Doba told Kate they could do while camping (hike, look at rocks, cook lunch and dinner outside, look at the stars, and sleep in a tent).
- Tell students that today’s story is about Doba, Kate, Sani, and Gad heading to and setting up their campsite.

Preview Spellings

- Please preview the following spellings and the Tricky Word before reading today’s story.

Reader



Page 22

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 1.7.D** Retell texts in ways that maintain meaning.

➤ Digital Component 10.1

/ch/ > 'tch'	Other Two-Syllable Words	Tricky Word
match•es	camp•site	be•cause
	un•pack	
	lan•terns	

- Point out that *campsite* is a compound word, made up of *camp* and *site*.
- Review with students the plural form of *matches*, pointing out that because it ends in 'ch', we add 'es', not just 's', to make it plural. You may also wish to preview the contraction *what's*, reminding students that it is made up of the words *what* and *is* put together.

Preview Core Vocabulary

- Please 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.

crops—n., plants grown on a farm (22)

Example: The farmer took good care of his crops.

sleeping bags—n., large, warm bags usually used for sleeping outside (24)

Example: We took our sleeping bags with us on our camping trip.

lanterns—n., lights that are similar to flashlights (24)

Example: The lanterns filled the room with light.

lugged—v., carried heavy things (24)

Example: I lugged the heavy suitcases upstairs.

Vocabulary Chart for “The Campsite”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	sleeping bags lanterns	lugged	
Multiple-Meaning Core Vocabulary Words	crops		
Sayings and Phrases			

Purpose for Reading

- Tell students to read today’s story to find out about where Kate and everyone else are camping.

READ “THE CAMPSITE” (10 MIN.)

Small Group

- Have students turn to Activity Page 10.2. Tell students to complete this activity page when they finish reading the story.
- Divide students into two groups. You will work with Group 1, students who need more direct support and immediate feedback, while students in Group 2 partner read.

Group 1: Have students take turns reading aloud “The Campsite.” Complete Activity Page 10.2 as a group.



Observation: Anecdotal Reading Record

As you listen to students in Group 1 read “The Campsite,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

Group 2: Have students read “The Campsite” with a partner. When they are finished, they should complete Activity Page 10.2. If they finish early, they can copy and illustrate one of the words or phrases that are on the board/chart paper.

Activity Page 10.2



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Writing

Beginning

For the activity on the back of the activity page, have students dictate their retelling of the end of the story.

Intermediate

Have students dictate their retelling of the end of the story if needed.

Advanced/Advanced High

Have students write their retelling of the end of the story independently.

ELPS 4.I; ELPS 5.G

Wrap-Up

- Review Activity Page 10.2. 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.

Discussion Questions for “The Campsite”

1. **Literal.** What does the campsite look like?
 - » The campsite is on land filled with sand, rocks, and stone.
2. **Inferential.** Why is the land not good for farming?
 - » The rocks and sand and stone would make it difficult to plant and grow crops.
3. **Inferential.** Kate says that they brought “tents, lanterns, and matches” with them to the campsite. How do you think they used each of those things?
 - » tent—shelter for sleeping; lanterns—for light; matches—to start the fire to cook their food
4. **Inferential.** At the end of the story, Kate decides, “Gad is OK!” Why do you think she feels this way?
 - » Gad shared a hot dog with her, so Kate thinks he is nice.



Observation: Discussion Questions

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



Activity Page 10.2: Story Questions

Collect and review Activity Page 10.2 to monitor students’ understanding of “The Campsite.”

Lesson 10: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLINGS FOR /K/ AND /J/**Roll, Flip, Read**

- Make several copies of the Word Card Template (**Activity Page TR 10.1**).
- Create a set of **cards** for each player that has a word to be read on one side and a number on the other side. Use the words in the following box and put them in a stack:

- | | |
|---------------|--------------|
| 1. pic•nic | 11. gem |
| 2. drum•stick | 12. germs |
| 3. kept | 13. gin•ger |
| 4. hicc•up | 14. mag•ic |
| 5. cute | 15. charge |
| 6. luck | 16. stage |
| 7. socc•er | 17. merge |
| 8. hik•ing | 18. jump•ing |
| 9. cup•cake | 19. joke |
| 10. costs | 20. jack•et |

- Call out a number at random and have each student take turns finding a card with that number on it in their stack. The student then reads the card aloud. If the word is read correctly, the student may then roll a **die** and whatever number it lands on is the number of points the student receives.
- The student with the most points in the winner.
- An alternate way to play that does not involve dice is for each card to have a pre-assigned point value based on the difficulty of the word.

11

SPELLING ALTERNATIVES

Review /t/ > 't', 'tt',
and 'ed'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will isolate the /t/ sound at the beginning and end of oral

- ✦ words. **TEKS 1.2.A.ii; TEKS 1.2.A.vii**
- ✦ Students will read and write words with /t/ > 'ed', 't', and 'tt'. **TEKS 1.2.B.i**
Students will sort words by the spelling of /t/, and will double final consonants as
- ✦ needed when adding affixes to root words. **TEKS 1.2.B.v; TEKS 1.3.C**

Language (Grammar, Spelling)

Students will distinguish between statements, questions, and exclamations in oral sentences; will identify the correct end punctuation for each; and will write capital

- ✦ letters at the beginning of each sentence. **TEKS 1.11.D.viii; TEKS 1.11.D.ix**
Students will spell and write one- and two-syllable words with /j/ > 'j', 'g', and 'ge',
- ✦ and the Tricky Word *your*. **TEKS 1.2.C.iii**

FORMATIVE ASSESSMENT

Activity Page 11.1

Spellings for /t/

- ✦ **TEKS 1.2.B.v**

Activity Page 11.2

Statements, Questions, and Exclamations

- ✦ **TEKS 1.11.D.viii; TEKS 1.11.D.ix**

- ✦ **TEKS 1.2.A** Demonstrate phonological awareness by: (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (vii) 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** Demonstrate and apply phonetic knowledge by (i) decoding words in isolation and in context by applying common letter-sound correspondences; (v) decoding words with inflectional endings including -ed, -s, and -es; **TEKS 1.3.C** Identify the meaning of words with the affixes -s, -ed, and -ing; **TEKS 1.11.D** Edit drafts using conventions of standard English, including: (viii) edit drafts using standard English conventions, including 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.C.iii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.

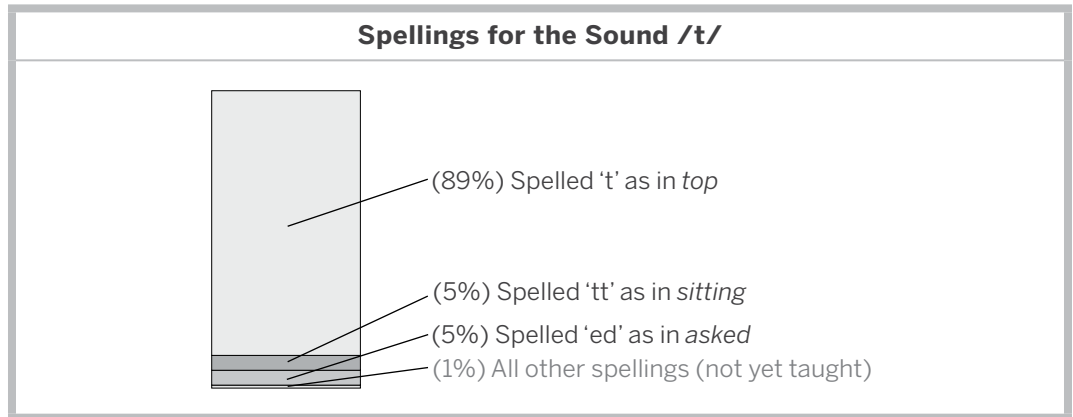
LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Tongue Twister for /t/ (Phonological Awareness)	Whole Group	5 min.	
Review Spellings for /t/ (Phonics)	Whole Group	5 min.	<input type="checkbox"/> Consonant Code Flip Book <input type="checkbox"/> Spelling Card 'ed' > /t/ (<i>asked</i>) <input type="checkbox"/> tape
Word Sort (Phonics)	Whole Group/ Independent	15 min.	<input type="checkbox"/> Activity Page 11.1
Language (Grammar, Spelling)			
Statements, Questions, and Exclamations	Whole Group/ Independent	20 min.	<input type="checkbox"/> Statements and Questions (Digital Components) <input type="checkbox"/> Statements, Questions, and Exclamations (Digital Components) <input type="checkbox"/> Activity Page 11.2
Introduce Spelling Words	Whole Group	15 min.	
Take-Home Material			
Practice Spelling Alternatives; Spelling Words			<input type="checkbox"/> Activity Pages 11.3, 11.4

ADVANCE PREPARATION

Note to Teacher

Today you will review all three of the important spellings for the /t/ sound: the basic code spelling 't' as in *top*, and the spelling alternatives 'tt' as in *sitting* and 'ed' as in *asked*. The following chart shows how common each spelling is.



Here are some patterns for you to be aware of:

- **'t'** is the most common spelling. It is used at the beginning, middle, and end of words (*top, blister, art*), in the initial clusters *tr-*, *tw-*, *st-* (*train, twin, stain*), in the final clusters *-st*, *-lt*, *-pt*, *-ct*, *-nt*, *-ft* (*bust, bolt, crept, fact, hunt, lift*), and with separated digraphs (*cute, note, bite, late*).
- **'tt'** is used in the same situations as 'bb' and 'pp'. It is never used at the beginning of a word or syllable. It is rare in one-syllable words (*mutt*). It is used mostly in doubling situations (*hot > hotter*) and after a "short" vowel sound in other multisyllable words (*attic, better, lettuce*).
- **'ed'** pronounced /t/ is a past-tense marker used after the voiceless sounds /f/, /s/, /p/, /k/, /ch/, and /sh/ (*dressed, hiked*). Once the mouth is making a voiceless sound at the beginning of a consonant cluster, it becomes difficult to change to a voiced sound at the end. So the whole cluster tends to "go voiceless." If English spelling were 100 percent phonetic, we would write *drest* instead of *dressed*. In words that contain separated digraphs, such as *hiked* and *baked*, the 'e' in the past-tense ending *-ed* can be seen as serving two functions. It is part of the separated digraph, and it is part of the past-tense marker.

Foundational Skills

- Prepare to display the Consonant Code Flip Book within view of all students. You may wish to tab page 3. Also have the Spelling Card listed in the Lesson at a Glance chart readily available.

Language

➤ Digital Component 11.1

- Write the two sentences from the beginning of the grammar lesson on the board/chart paper, or prepare to use the digital version (Digital Component 11.1).

➤ Digital Component 11.2

- Write the five sentences missing punctuation in the grammar lesson on the board/chart paper, or prepare to use the digital version (Digital Component 11.2).

Start Lesson

Lesson 11: Spelling Alternatives /t/ > 't', 'tt', and 'ed'

Foundational Skills



Primary Focus

Students will isolate the /t/ sound at the beginning and end of oral

✚ words. **TEKS 1.2.A.ii; TEKS 1.2.A.vii**

✚ Students will read and write words with /t/ > 'ed', 't', and 'tt'. **TEKS 1.2.B.i**

Students will sort words by the spelling of /t/, and will double final consonants as

✚ needed when adding affixes to root words. **TEKS 1.2.B.v; TEKS 1.3.C**

TONGUE TWISTER FOR /T/ (5 MIN.)

- Tell students that today they are going to review the /t/ sound as in *top*.
- Have students say /t/ several times.
- Ask students if /t/ is a vowel sound or a consonant sound. (*It is a consonant sound, made with the tongue touching the roof of the mouth just behind the teeth to obstruct airflow.*)
- Have students close their eyes and listen as you read the following tongue twister: *Tim told Tina not to twist and turn.*
- Ask students which sound they heard most often. (/t/)

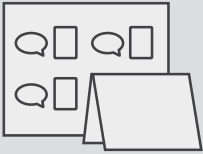
✚ **TEKS 1.2.A** Demonstrate phonological awareness by: (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words in isolation and in context by applying common letter-sound correspondences; (v) decoding words with inflectional endings including -ed, -s, and -es; **TEKS 1.3.C** Identify the meaning of words with the affixes -s, -ed, and -ing.

- Once the /t/ sound has been identified, read the tongue twister a second time, having students raise their hands whenever they hear the /t/ sound.
- Break the tongue twister into small chunks and read it again, having students repeat each chunk back to you: *Tim told Tina (pause) not to twist and turn.*

REVIEW SPELLINGS FOR /T/ (5 MIN.)

- Tell students that you will now review the spellings for the /t/ sound.

Code Materials



Consonant Code Flip Book

1. /t/ > 't' (*top*) **page 3**
2. /t/ > 'tt' (*sitting*) **page 3**
3. /t/ > 'ed' (*asked*) **page 3**

- Turn to **Consonant Code Flip Book page 3**.
- Review with students the spellings 't' and 'tt' by reading the sample words and discussing the lengths of the power bars.
- Write the sample words on the board for 't' and 'tt' listed in the following box.
- Show students the Spelling Card for 'ed' > /t/ (*asked*). Remind students that the spelling 'ed' is only used for the past-tense marker in verbs.
- Read the sample word, *asked*, and discuss the power bar. Attach the Spelling Card to the Consonant Code Flip Book.
- Write the sample words for 'ed' on the board. You may also ask students to provide words with this sound.

1. t: *truck, sit*
2. tt: *kitten, bitter*
3. ed: *parked, baked*

Activity Page 11.1



WORD SORT (15 MIN.)

- Have students turn to Activity Page 11.1.
- Explain that the words in the box contain the sound /t/ spelled 't', 'tt', or 'ed'.
- Read the words as a class. Ask students to use them in a sentence.

- As a class, underline the target spellings 't', 'tt', and 'ed' in the words in the box. Then have students sort the words according to these spellings, placing each word in the appropriate column.
- When students have finished sorting the words, ask them if they see any patterns. Here are some things they might notice:
 - 't' is the most common spelling
 - some words change from 't' to 'tt' when suffixes are added (e.g., *sit* > *sitting* and *cut* > *cutting*)
 - the ending *-ed* is used at the end of words to mark past tense.
- Have students look at the back of the activity page.
- Explain that the chart lists words with common spelling patterns for the /t/ sound.
- Remind students that the words in the first column are called *root words*. These are words to which endings can be added.
- Remind students that they encountered the suffixes *-er* and *-est* when they read "The Green Fern Zoo." Explain that the ending *-er* shows *more* of something, and *-est* shows *most*.
- Discuss the example words provided—*wet*, *wetter*, *wettest*—and use them in sentences to illustrate their meanings.
- Ask students what change was made to the root word *wet* when the suffixes were added. Remind them of the pattern that when a suffix is added to a one-syllable word with a short vowel sound followed by a single consonant, the final consonant spelling is doubled.
- Tell students that they will add the suffixes *-er* and *-est* to the remaining words in the chart. Tell them to be careful to only double the consonant when it is needed.
- Ask students to fill in the empty boxes in the chart. Review the activity page as a class.



Activity Page 11.1: Spellings for /t/

Collect and review Activity Page 11.1 to monitor students' understanding of the spellings for /t/ and when to double the consonant.

Lesson 11: Spelling, Grammar

Language



Primary Focus

Students will distinguish between statements, questions, and exclamations in oral sentences; will identify the correct end punctuation for each; and will write capital letters at the beginning of each sentence. **TEKS 1.11.D.viii; TEKS 1.11.D.ix**

Students will spell and write one- and two-syllable words with /j/ > 'j', 'g', and 'ge', and the Tricky Word *your*. **TEKS 1.2.C.iii**

STATEMENTS, QUESTIONS, AND EXCLAMATIONS (20 MIN.)

- Remind students that they have learned about two types of sentences: questions and statements.
- Remind them that a statement is a sentence that tells you something, and a question is a sentence that asks something.
- Direct students' attention to the two sentences you prepared in advance.

➤ Digital Component 11.1

1. I like to run.
2. Do you like to run?

- Read the sentences, and have students repeat after you.
- Reread the first sentence, and point out that it begins with a capital letter and ends with a period.
- Reread the second sentence, reading with expression so your voice is higher at the end of the sentence. Point out that the sentence begins with a capital letter and ends with a question mark. Explain that this type of sentence is a question because it asks us something. Sentences that are questions end with a question mark as punctuation.
- Ask students to provide examples of statements and questions.
- Tell students that they will now learn about another type of sentence. Say the following sentence aloud with an excited expression: "I love to run!"

✚ **TEKS 1.11.D** Edit drafts using conventions of standard English, including: (viii) edit drafts using standard English conventions, including 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.C.iii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.

- Tell students that sentences with strong emotions, such as excitement, frustration, joy, or fear, end with exclamation points. A sentence with an exclamation point is often read in a louder tone than other types of sentences.
- Write an exclamation point on the board. Tell students that they have already seen this punctuation in the Reader. Now they can use the exclamation point when writing sentences to show strong emotions.
- Read the following sentences aloud, and ask students to decide if a sentence is a statement, question, or exclamation, and if it should end with a period, question mark, or exclamation point.

Note: These sentences are not entirely decodable and are meant to be used orally in this exercise.

1. I will go to the store today. (*statement, ends with a period*)
2. Watch out! (*exclamation, ends with an exclamation point*)
3. Can I eat this cake? (*question, ends with a question mark*)
4. Have you ever been to Spain? (*question, ends with a question mark*)
5. I loved that movie! (*exclamation, ends with an exclamation point*)
6. We can go outside to play. (*statement, ends with a period*)
7. It's snowing! (*exclamation, ends with an exclamation point*)

➤ Digital Component 11.2

- Direct students' attention to the other sentences you prepared in advance. Note that the end punctuation is missing from each.
- Read each sentence as a class. Ask students whether each sentence is a statement, a question, or an exclamation, and whether it should end with a period, a question mark, or an exclamation point.
- Add the appropriate punctuation to each sentence on the board. Point out that every sentence, no matter whether it is a statement, a question, or an exclamation, always begins with a capital letter.

Activity Page 11.2



ENGLISH
LANGUAGE
LEARNERS



Language

Writing

Beginning

Read aloud the sentences, modeling appropriate expression to help students determine if the sentence is a statement, question, or exclamation.

Intermediate

Have students read aloud the sentences with a partner with appropriate expression to determine if the sentence is a statement, question, or exclamation.

Advanced/Advanced High

Provide minimal support as students complete the activity page.

ELPS 5.D

1. Kate's mom and dad went on a trip (.)
2. Where did Kate spend last summer (?)
3. Was it a boring summer for Kate (?)
4. Kate had a lot of fun (!)
5. Kate got a Spanish coin from a cave (!)

- Have students turn to Activity Page 11.2.
- At the top of the activity page, have students trace and copy the exclamation point, the question mark, and the period.
- For the second part, have students write the correct punctuation in the box at the end of the sentence.
- Then have students rewrite each sentence, reminding them that a sentence starts with a capital letter and ends with proper punctuation.



Activity Page 11.2: Statements, Questions, and Exclamations

Collect and review Activity Page 11.2 to check for correct end punctuation and capitalization. Students who did not include the correct end punctuation may benefit from additional practice discerning between statements, questions, and exclamations.

INTRODUCE SPELLING WORDS (15 MIN.)

- Remind students that they will have a list of spelling words to practice and learn each week.
- Write the following headers in columns on the board: 'j', 'g', and 'ge'.
- Read and write each spelling word, underlining and reviewing the spellings for the /j/ sound in each word. Have students repeat each word after you. Remind students that the last word is a Tricky Word. Tricky Words do not follow the rules, so their spellings must be memorized.
- Ask one or more students to use each word in a sentence, being sure to explain vocabulary for any words they may not know. The words for the week are:

/j/ > 'j'	/j/ > 'g'	/j/ > 'ge'	Tricky Word
jump•ing	germ	charged	your
jars	gem	fringe	
	mag•ic		

- Remind students they will have an assessment at the end of the week, so it is important to practice their spelling words at home.

End Lesson

Take-Home Material

PRACTICE SPELLING ALTERNATIVES; SPELLING WORDS

- Have students take home Activity Page 11.3 to practice spelling alternatives for /j/ and /ch/ and Activity Page 11.4 to practice their spelling words with a family member.

Activity Pages
11.3, 11.4



Lesson 11: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLING ALTERNATIVES FOR /t/

Word Collection

- Tell students that you would like them to help you make a collection of words that have the /t/ sound.
- Review the spellings for /t/ using the **Individual Code Chart page 7**.
- Write the headers on the board/chart paper for the sound /t/: 't', 'tt', 'ed'.
- Ask students to tell you words that contain the /t/ sound.
- Write the words under the appropriate header.
 - If students give you words that are not decodable, add them to the list and point out the tricky parts of the word. For example, if a student says the word *turned*, you would want to briefly explain the 'ur' spelling for /er/ and the 'ed' spelling for /d/.

- Repeat until you have multiple examples of each spelling pattern.
- Use the word lists under each header to review the spellings and point out which spelling is more common.

MORE HELP WITH STATEMENTS, QUESTIONS, AND EXCLAMATIONS

- Make a copy of **Activity Page TR 11.1** for each student.
- At the top of the activity page, have students trace and copy the exclamation point, the question mark, and the period.
- For the second part, have students write the correct punctuation in the box at the end of the sentence.
- Then, on the back of the activity page have students write one type of each sentence with the appropriate punctuation: a statement, a question, and an exclamation.

SPELLING ALTERNATIVES

Review /d/ > 'd', 'dd',
and 'ed'

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will recognize that the past tense marker at the end of verbs is 'ed' and may be pronounced /t/, /d/, or /ed/. **TEKS 1.3.C**
- Students will read words spelled with /d/ > 'd', 'dd', and 'ed'. **TEKS 1.2.B.v**

Reading

- Students will read "Sani's Story" with purpose and understanding, will answer written multiple-choice and short-answer questions about the text, and will answer oral literal, inferential, and evaluative questions about key details in the text. **TEKS 1.4; TEKS 1.6.F; TEKS 1.6.G**

FORMATIVE ASSESSMENT

- | | |
|--------------------|--|
| Activity Page 12.1 | Spellings for /d/ |
| | ✦ TEKS 1.2.B.v |
| Observation | Anecdotal Reading Record "Sani's Story" |
| | ✦ (Group 2) TEKS 1.4 |
| Observation | Discussion Questions "Sani's Story" |
| | ✦ TEKS 1.6.F; TEKS 1.6.G |
| Activity Page 12.2 | Story Questions "Sani's Story" |
| | ✦ TEKS 1.6.F; TEKS 1.6.G |

- ✦ **TEKS 1.3.C** Identify the meaning of words with the affixes -s, -ed, and -ing; **TEKS 1.2.B.v** Demonstrate and apply phonetic knowledge by decoding words with inflectional endings including -ed, -s, and -es; **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.

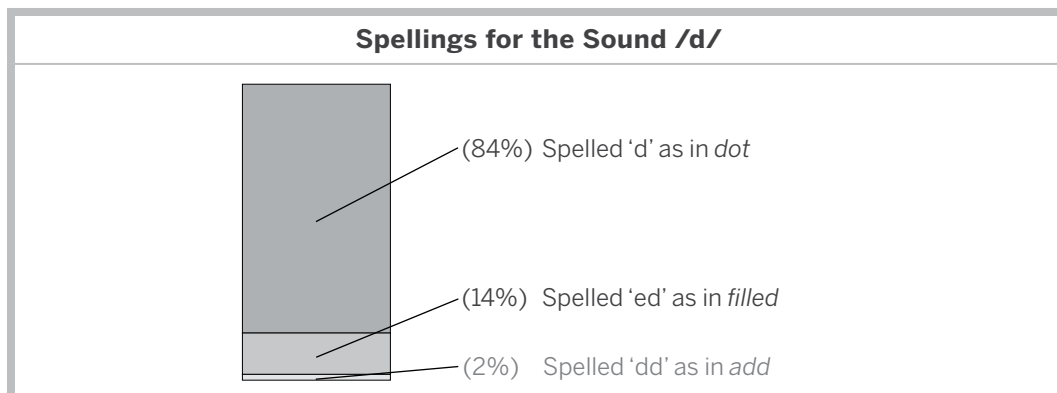
LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
The <i>-ed</i> Dance (Phonological Awareness)	Whole Group	5 min.	
Sister Sounds /t/ and /d/ (Phonological Awareness)	Whole Group	10 min.	
Spellings for /d/ (Phonics)	Whole Group	5 min.	<input type="checkbox"/> Consonant Code Flip Book
Word Sort (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 12.1
Reading			
Introduce the Story	Whole Group	10 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read “Sani’s Story”	Small Group	15 min.	<input type="checkbox"/> <i>Kate’s Book</i> <input type="checkbox"/> Activity Page 12.2
Take-Home Material			
Practice Spelling Alternatives			<input type="checkbox"/> Activity Page 12.3

ADVANCE PREPARATION

Note to Teacher

Today you will review all three of the important spellings for the /d/ sound: the basic code spelling 'd' as in *dot*, and the spelling alternatives 'dd' as in *add* and 'ed' as in *filled*. The following chart shows how common each spelling is.



Here are some patterns for you to be aware of:

- **'d'** is the most common spelling; it is used in most cases, including initial position (*dog*), final position (*mad*), in the initial consonant clusters *dr-* and *dw-* (*drip*, *dwarf*), in the final consonant clusters *-dth*, *-ld*, and *-nd* (*width*, *old*, *and*), and with separated digraphs (*made*).
- **'dd'** is used in the same situations as 'tt', 'bb', and 'pp'. It is rare in one-syllable words and never occurs at the beginning of a word or syllable. It is used mostly in doubling situations (*sad* > *sadder*) and after a short vowel in other multisyllable words (*ladder*, *shudder*, *huddle*).
- **'ed'** is only used to spell the past-tense marker. It is pronounced /d/ after voiced consonants and vowel sounds. In words that contain separated digraphs, such as *timed* and *zoned*, the 'e' in the past-tense ending *-ed* can be seen as serving two functions. It is part of the separated digraph, and it is part of the past-tense marker.

Foundational Skills

- Prepare to display the Consonant Code Flip Book within view of all students. You may wish to tab page 4.

Reading

➤ Digital Component 12.1

- Today's story features an authentic Navajo story told by Sani. Several words are introduced that should be treated as Tricky Words, including *know*, *spider*, *woman*, *weave/weavers*, *showed*, *thread*, *open*, *sky*, *many*, *stories*, *climb*, and *over*. These words are unique to this Reader and story; therefore they will not be added to the Tricky Word list students review throughout the year.
- Create the Preview Spellings chart for Introduce the Story on the board/chart paper, or use the digital version (Digital Component 12.1).
- Plan small groups for the Reading lesson.
- Write some of the words or phrases from Additional Support in previous lessons on the board. If some Group 1 pairs finish early, they can illustrate one of the words or phrases.

Universal Access

- Gather pictures for the following words in the Sister Sounds activity: *tape*, *dip*, *ditch*, *tuck*, *duck*, *drill*, *tin*, *dark*, *taste*, *dim*.

Start Lesson

Lesson 12: Spelling Alternatives /d/ > 'd', 'dd', and 'ed'

Foundational Skills



Primary Focus

Students will recognize that the past-tense marker at the end of verbs is 'ed' and may be pronounced /t/, /d/, or /ed/. **TEKS 1.3.C**

Students will read words spelled with /d/ > 'd', 'dd', and 'ed'. **TEKS 1.2.B.v**

THE -ED DANCE (5 MIN.)

- Remind students that they have learned how to change a verb to the past tense by adding *-ed*.
- Lead the class in the *-ed* dance.
 - **/t/, /d/, /ed/** (bend your knees on each of the three beats along with outstretched cheering arms)
 - **/t/, /d/, /ed/** (bend your knees on each of the three beats along with outstretched cheering arms)

TEKS 1.3.C Identify the meaning of words with the affixes -s, -ed, and -ing; TEKS 1.2.B.v Demonstrate and apply phonetic knowledge by decoding words with inflectional endings including -ed, -s, and -es.

- **Past-tense marker** (wiggle your hips left to right on each beat, one beat on marker)
 - **Past-tense marker** (wiggle your hips left to right on each beat, one beat on marker)
 - **Spelled 'ed'** (arms up and outstretched, hips still wiggle left to right on each beat)
 - **Spelled 'ed'** (arms up and outstretched, hips still wiggle left to right on each beat)
- Repeat with students leading the class.

SISTER SOUNDS /T/ AND /D/ (10 MIN.)

- Tell students that today they are going to review the /d/ sound as in *dot*.
- Have students say the /d/ sound several times.
- Ask students whether /d/ is a vowel sound or a consonant sound. (*It is a consonant sound, made with the tongue touching the roof of the mouth just behind the teeth to obstruct airflow.*)
- Remind students that /t/ and /d/ are very similar—they are sister sounds. The only difference between these sounds is their voicing: /t/ is voiceless, and /d/ makes the voice box vibrate.
- Write /d/ on the board and the number 1 beside it. Then write /t/ on the board with the number 2 beside it.
- Tell students that you want them to raise one finger when you say the /d/ sound and two fingers when you say the /t/ sound.
- Practice this several times.
- Next, tell students that you will be reading some words that begin with /t/ or /d/. They should raise one finger when they hear the /d/ sound, and two fingers when they hear the /t/ sound.
- Work through the words below.
- Have students repeat each word to hear and feel the difference in articulation. Students can place their fingers on their voice boxes when pronouncing these words in order to feel the difference between /t/ and buzzy /d/.



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Foundational Skills

Foundational Literacy Skills

Remind students that they can feel buzzy sounds vibrate by placing their fingertips on their voice boxes as they pronounce the words.

ELPS 1.B

Support

Display the pictures you gathered in advance to help students recognize the sounds in the words.

Challenge

Have students generate words with /t/ and /d/.

1. tape	/t/	(2)	6. drill	/d/	(1)
2. dip	/d/	(1)	7. tin	/t/	(2)
3. ditch	/d/	(1)	8. dark	/d/	(1)
4. tuck	/t/	(2)	9. taste	/t/	(2)
5. duck	/d/	(1)	10. dim	/d/	(1)

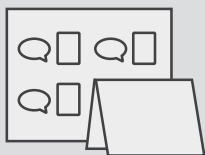
SPELLINGS FOR /D/ (5 MIN.)

- Tell students that you will now review the spellings for the /d/ sound.

Consonant Code Flip Book

1. /d/ > 'd' (*dot*) **page 4**
2. /d/ > 'dd' (*add*) **page 4**
3. /d/ > 'ed' (*filled*) **page 4**

Code Materials



- Turn to **Consonant Code Flip Book page 4**.
- Review with students the 'd' and 'dd' spellings, reading the sample words and discussing the lengths of the power bars.
- Write the sample words for 'd' and 'dd' provided in the box below.
- Show students the Spelling Card for 'ed' > /d/ (*filled*). Remind students that the spelling 'ed' is only used for the past-tense marker. Discuss the sample word for 'ed' and the length of the power bar, noting to students that the /d/ sound is most often spelled 'd' as in the basic code, then 'ed' as in the past-tense marker, and lastly 'dd' as in the consonant doubling.
- Write the two sample words on the board for 'ed' listed in the box below.

1. d: *duck, mad*
2. dd: *add, madder*
3. ed: *planned, trimmed*

WORD SORT (15 MIN.)

- Have students turn to Activity Page 12.1.
- Explain that the words in the box contain the sound /d/ spelled 'd', 'dd', or 'ed'.
- Read the words aloud. Have students use them in a sentence.
- As a class, underline the target spellings 'd', 'dd', and 'ed' in the words in the box.
- Have students sort the words according to these spellings, placing each word in the appropriate column.
- When students have finished sorting the words, ask them if they see any patterns. Here are some patterns they may have noticed:
 - 'd' is the most common spelling
 - 'ed' is used for past-tense verbs
 - some words change from 'd' to 'dd' when suffixes are added (e.g., *shred* > *shredded*)
- Have students look at the back of the activity page.
- Explain that the chart lists words with common spelling patterns for the /d/ sound.
- Remind students that the words in the first column are called root words. These are words to which endings can be added.
- Also remind them that the endings *-er* and *-est* are added to root words to indicate *more* of the root word (*-er*) and the *most* of the root word (*-est*).
- Have students read the words in the first line of the chart, *mad*, *madder*, and *maddest*, and use each word in a sentence.
- Explain that the 'd' spelling is replaced in these words by 'dd' because a one-syllable word with a short vowel sound that is followed by a single consonant, changes to a double-letter spelling when a suffix is added.
- Ask students to fill in the empty boxes in the chart, being careful to double the ending consonant only when it is necessary.

Activity Page 12.1



Activity Page 12.1: Spellings for /d/

Collect and review Activity Page 12.1 to monitor students' understanding of the spellings for /d/ and when to double the final 'd' to add a suffix.

Lesson 12: “Sani’s Story”

Reading



Primary Focus: Students will read “Sani’s Story” with purpose and understanding, will answer written multiple-choice and short-answer questions about the text, and will answer oral literal, inferential, and evaluative questions about key details in the text. **TEKS 1.4; TEKS 1.6.F; TEKS 1.6.G**

INTRODUCE THE STORY (10 MIN.)

- Write the word *story* on the board, and guide students in reading the word. Tell students that sometimes when people go camping, they like to tell stories at nighttime.
- Explain that today’s story is a Navajo story Sani shares with Doba, Kate, and Gad when they are sitting around after dinner. Sani’s story is about the Spider Woman who helps the Navajo people.
- Explain to students that there are several special Tricky Words that were needed to tell the story well. Tell them that you will go over these new words, and help them while they read if needed.

Preview Spellings

- Please preview the following Tricky Words before reading today’s story:

➤ Digital Component 12.1

Tricky Words				
who	spider	weavers	open	stories
would	woman	showed	sky	climb
know	weave	thread	many	over

Reader



Page 26

➤ **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.

Preview Core Vocabulary

- Please 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.

pine nuts—n., seeds from pine trees that can be eaten (26)

Example: I love juice and pine nuts for snack.

weave—v., to make a cloth by intertwining yarn or threads together (26)

Example: I’m learning how to weave a rug.

spirit—n., the feelings and thoughts inside a person that give them strength, energy, and life. (26)

Example: He has such a caring spirit.

Vocabulary Chart for “Sani’s Story”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	spirit	weave	pine nuts
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

Purpose for Reading

- Tell students to read today's story to find out more about Sani's story about outlaws.

READ "SANI'S STORY" (15 MIN.)

Small Group

- Have students turn to Activity Page 12.2. Tell students to complete this activity page when they finish reading the story.
- Divide students into two groups. Today you should meet with students from Group 2 who previously read with a partner in Lesson 10. Remember that it is important to hear all students read aloud on a regular basis. Group 1 will read in pairs.
- Tell students that if they finish early, they can illustrate one of the words or phrases from the board.

Group 1: Tell students to take turns reading "Sani's Story" and then complete Activity Page 12.2. If they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

Group 2: Tell students to take turns reading "Sani's Story" and complete Activity Page 12.2.

Activity Page 12.2



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Reading

Reading/Viewing Closely

Beginning

Rephrase questions into yes/no questions (e.g., "Did the boy take the silk rope?").

Intermediate

Provide students with sentence frames for answering the questions (e.g., "The boy . . .").

Advanced/Advanced High

Have students use key details from the text in their answers to the questions.

ELPS 4.G; ELPS 4.I



Observation: Anecdotal Reading Record - Group 2

As you listen to students in Group 2 read "Sani's Story," make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

- Review Activity Page 12.2. 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.

Discussion Questions for “Sani’s Story”

1. **Literal.** Who is Spider Woman?
 - » Spider Woman helps the Navajo people.
2. **Literal.** What did the Spider Woman show the Navajo?
 - » She showed them how to weave.
3. **Literal.** Why did the boy run to Spider Rock?
 - » A bad boy was trying to hurt him.
4. **Inferential.** Why did the boy take the silk rope?
 - » He needed a way to climb up to the top of the rock.
5. **Evaluative.** *Think-Pair-Share:* The boy told his Doba that Spider Woman made the rope so he could climb to the top of the rock. What do you think?
 - » Answers may vary.



Observation: Discussion Questions

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



Activity Page 12.2: Story Questions

Collect and review Activity Page 12.2 to monitor students' understanding of “Sani’s Story.”

Take-Home Material

PRACTICE SPELLING ALTERNATIVES

- Have students take home Activity Page 12.3 to practice spelling alternatives for /ch/ and /j/ with a family member.

Activity Page 12.3



Lesson 12: Foundational Skills Remediation

Additional Support

MORE HELP WITH SISTER SOUNDS /T/ AND /D/

- Write /d/ on the board and the number 1 beside it. Then write /t/ on the board with the number 2 beside it.
- Tell students you want them to raise one finger when you say the /d/ sound and two fingers when you say the /t/ sound.
- Practice this several times.
- Next, tell students you will read some words that begin with /d/ or /t/. They should raise one finger when they hear the /d/ sound, and two fingers when they hear the /t/ sound.
- Work through the following words. Have students repeat each word to hear and feel the difference in articulation.

1. dig	/d/	6. done	/d/
2. tip	/t/	7. time	/t/
3. tuck	/t/	8. dice	/d/
4. drag	/d/	9. tuba	/t/
5. target	/t/	10. door	/d/

MORE HELP WITH SPELLING ALTERNATIVES FOR /D/

Which One?

- Use the words listed below to contrast the spellings of /d/.
- Say the first word listed and have students write it on **dry-erase boards**.
- Have students hold up their dry-erase boards as you review the correct spelling.

- | | |
|------------|-------------|
| 1. cards | 7. filled |
| 2. spilled | 8. sled |
| 3. saddest | 9. add |
| 4. duck | 10. had |
| 5. shade | 11. food |
| 6. harder | 12. bidding |

13

SPELLING ALTERNATIVES

Review
/f/ > 'f' and 'ff'

PRIMARY FOCUS OF LESSON

Foundational Skills

- ✦ Students will identify the /f/ sound at the beginning of oral words. **TEKS 1.2.A.vii**
 - ✦ Students will read words spelled with /f/ > 'f' and 'ff'. **TEKS 1.2.B.i**
- Students will read words with /f/ > 'f' and 'ff', /ch/ > 'ch', and /j/ > 'g', and will
- ✦ write the words in fill-in-the-blank sentences. **TEKS 1.2.B.i; TEKS 1.2.B.ii**

Language (Grammar)

Students will capitalize the first letter of and add proper end punctuation to written sentences and will write a statement, a question, and an exclamation.

- ✦ **TEKS 1.11.D.viii; TEKS 1.11.D.ix**

Reading

Students will read "The Visit" with purpose to understand important details, will complete fill-in-the-blank sentences based on the plot of the story, and will answer literal and inferential questions about key details and various plot elements.

- ✦ **TEKS 1.4; TEKS 1.6.A; TEKS 1.6.F**

FORMATIVE ASSESSMENT

Activity Page 13.1

Fill in the Blanks (Spelling Alternatives)

- ✦ **TEKS 1.2.B.i; TEKS 1.2.B.ii**

Activity Page 13.2

Statements, Questions, and Exclamations

- ✦ **TEKS 1.11.D.viii; TEKS 1.11.D.ix**

Observation

Anecdotal Reading Record "The Visit"

- ✦ (Group 1) **TEKS 1.4**

Observation

Discussion Questions "The Visit"

- ✦ **TEKS 1.6.F**


Activity Page 13.3

Story Questions "The Visit"

- ✦ **TEKS 1.6.F**

LESSON AT A GLANCE

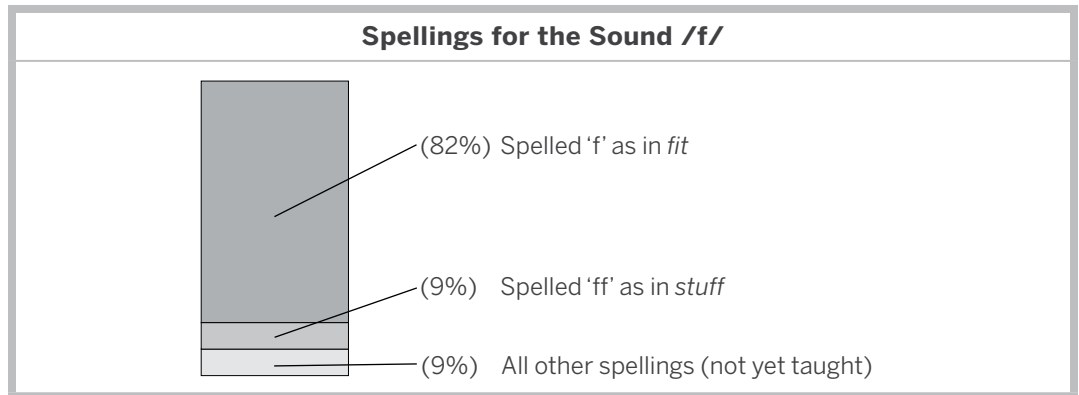
	Grouping	Time	Materials
Foundational Skills			
Hear Initial Sounds for /f/ (Phonological Awareness)	Whole Group	5 min.	
Spellings for /f/ (Phonics)	Whole Group	5 min.	<input type="checkbox"/> Consonant Code Flip Book
Fill in the Blanks (Phonics)	Independent	15 min.	<input type="checkbox"/> Activity Page 13.1
Language (Grammar)			
Statements, Questions, and Exclamations	Whole Group/ Independent	10 min.	<input type="checkbox"/> Statement, Question, or Exclamation? (Digital Components) <input type="checkbox"/> Activity Page 13.2
Reading			
Introduce the Story	Whole Group	10 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "The Visit"	Small Group	15 min.	<input type="checkbox"/> <i>Kate's Book</i> <input type="checkbox"/> Activity Page 13.3

 **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** Demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter-sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; **TEKS 1.11.D** Edit drafts using conventions of standard English, including: (viii) Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun "I"; (ix) edit drafts using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences; **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.F** Make inferences and use evidence to support understanding with adult assistance.

ADVANCE PREPARATION

Note to Teacher

Today you will review two of the important spellings for the /f/ sound: the basic code spelling 'f' as in *fit*, and the spelling alternative 'ff' as in *stuff*. The following chart shows how common each spelling is.



Here are some patterns for you to be aware of:

- **f** is the most common spelling. It is used in initial position (*fun, fig*), final position (*leaf, deaf*), in the initial consonant clusters *fl-* and *fr-* (*flop, fresh*), in the final consonant clusters *-ft, -fth,* and *-lf* (*life, fifth, elf*), and with separated digraphs (*safe, life*).
- Only **f** is used at the beginning of words and syllables, but both spellings are used at the end of words or syllables.
- **ff** is commonly found after “short” vowel sounds written with single-letter spellings; thus we write *stiff*, but *deaf*.
- Words with final /f/ tend to keep the spelling they have in the root form, even when suffixes beginning with a vowel sound are added: *leaf > leafy; oaf > oafish; stuff > stuffy*.
- The spelling alternatives **ph** (*phone, physical*) and **gh** (*laugh, tough*) will be taught in Grade 2.

Foundational Skills

- Prepare to display the Consonant Code Flip Book within view of all students. You may wish to tab page 9.

Language

➤ Digital Component 13.1

- Prepare to use the digital version of the three sentences from the lesson that do not have punctuation (Digital Component 13.1), or write three sentences of your own on the board.

Reading

➤ Digital Component 13.2

- Create the Preview Spellings chart for Introduce the Story on the board/ chart paper, or use the digital version (Digital Component 13.2).
- Plan small groups for the Reading lesson.
- Write some of the words or phrases from Additional Support in previous lessons on the board. If some Group 2 pairs finish early, they can illustrate one of the words or phrases.

Start Lesson

Lesson 13: Spelling Alternatives /f/ > 'f' and 'ff'

Foundational Skills



Primary Focus

Students will identify the /f/ sound at the beginning of oral words.

✚ **TEKS 1.2.A.vii**

✚ Students will read words spelled with /f/ > 'f' and 'ff'. **TEKS 1.2.B.i**

Students will read words with /f/ > 'f' and 'ff', /ch/ > 'tch', and /j/ > 'g', and will

✚ write the words in fill-in-the-blank sentences. **TEKS 1.2.B.i; TEKS 1.2.B.ii**

HEARING INITIAL SOUNDS FOR /F/ (5 MIN.)

- Tell students that today they are going to review the /f/ sound as in *fit*.
- Have students say the /f/ sound several times, stretching it out.
- Ask students whether /f/ is a vowel sound or a consonant sound. (*It is a consonant sound, made with the lips and teeth touching to obstruct airflow.*)
- Tell students that you are going to say a number of words. Some of the words will begin with the /f/ sound and some will not.

✚ **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** Demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter-sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs.

- Have students close their eyes and listen carefully.
- Tell students to raise their hands when they hear a word that begins with the /f/ sound.

- | | |
|---------|-----------|
| 1. fast | 6. this |
| 2. face | 7. farm |
| 3. vet | 8. van |
| 4. thin | 9. friend |
| 5. fun | 10. vend |

SPELLINGS FOR /F/ (5 MIN.)

- Tell students you will now review the spellings for /f/.

Consonant Code Flip Book

- | |
|--|
| 1. /f/ > 'f' (<i>fit</i>) page 9 |
| 2. /f/ > 'ff' (<i>stuff</i>) page 9 |

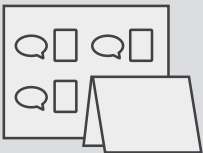
- Turn to **Consonant Code Flip Book page 9**.
- Review with students the 'f' and 'ff' spelling for /f/, reading the sample words and discussing the power bar.
- Write 'f' and 'ff' on the board, along with the sample words listed in the following box.

- | |
|--------------------------|
| 1. f: <i>frog, life</i> |
| 2. ff: <i>off, stuff</i> |

FILL IN THE BLANKS (15 MIN.)

- Have students turn to Activity Page 13.1.
- Explain that the words in the box contain the different spelling alternatives that you have been reviewing. Ask students to read the words in the box and then use them to complete the sentences.

Code Materials



Activity Page 13.1



Support

Read each sentence aloud, including the blank, to help students determine the best word to complete the sentence.



Activity Page 13.1: Fill in the Blanks

Collect and review Activity Page 13.1 to monitor students' understanding of spelling alternatives for /f/, /j/, and /ch/.

Lesson 13: Grammar

Language



Primary Focus: Students will capitalize the first letter of and add proper end punctuation to written sentences and will write a statement, a question, and an exclamation. **TEKS 1.11.D.viii; TEKS 1.11.D.ix**

STATEMENTS, QUESTIONS, AND EXCLAMATIONS (10 MIN.)

- Remind students that they have learned about three types of sentences: questions, statements, and exclamations.



Check for Understanding

Ask students to tell you about the three different types of sentences. (*A statement is a sentence that tells you something, a question is a sentence that asks something, and an exclamation is a sentence that has strong feelings, like excitement.*)

- Ask students to provide you with a statement, a question, and an exclamation.

➤ Digital Component 13.1

- Direct students' attention to the sentences you prepared in advance.
- Read each sentence as a class. Ask students whether each sentence is a statement, a question, or an exclamation and whether it should end with a period, a question mark, or an exclamation point.

TEKS 1.11.D Edit drafts using conventions of standard English, including: (viii) Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun "I"; (ix) edit drafts using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences.

Activity Page 13.2



ENGLISH
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Language

Writing

Beginning

Have students dictate the question, the statement, and the exclamation and identify appropriate punctuation for each.

Intermediate

Have students dictate the question, the statement, and the exclamation as needed.

Advanced/Advanced High

Have students write the question, the statement, and the exclamation independently.

ELPS 5.D

- Demonstrate writing a period, a question mark, and an exclamation point on the board. Point out that every sentence, no matter whether it is a statement, a question, or an exclamation, always begins with a capital letter.

1. Did they catch him (?)
2. That's cool (!)
3. Kate slept in a tent (.)

- Have students turn to Activity Page 13.2.
- Tell students to read the sentences and write a period, exclamation point, or question mark at the end.
- For the second part, students should write sentences of their own to match the ending punctuation.



Activity Page 13.2: Statements, Questions, and Exclamations

Collect and review Activity Page 13.2 to monitor students' ability to identify and use statements, questions, and exclamations and use appropriate end punctuation for each.

Lesson 13: "The Visit"

Reading



Primary Focus: Students will read "The Visit" with purpose to understand important details, will complete fill-in-the-blank sentences based on the plot of the story, and will answer literal and inferential questions about key details and various plot elements. **TEKS 1.4; TEKS 1.6.A; TEKS 1.6.F**

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.F** Make inferences and use evidence to support understanding with adult assistance.

INTRODUCE THE STORY (10 MIN.)

- Explain that today's story is about what happens after Sani finishes telling his story at the campsite. Remind students that when Kate and everyone arrived at their campsite, there was work to do to set up their camping gear.
- Ask students about the sorts of things Kate and Gad had to do to set up the campsite. (*They had to unpack sleeping bags, tents, lanterns, matches, and food, and they also had to set up tents.*) Tell students that before going to sleep, there are additional things that have to be done when camping.

Preview Spellings

- Please preview the following spellings and Tricky Words before reading today's story:

➤ Digital Component 13.2

-ed	-ing	Other Two-Syllable Words	Tricky Words
stuffed	tell•ing	vis•it	what
hoist•ed	stand•ing	rabb•its	who
flipped	bett•ing	clatt•er	why
			be•cause

- Also review with students the contractions *can't* and *that's*.

Preview Core Vocabulary

- Please 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.

Paw-paw—n., another name for *grandfather* (32)

Example: Paw-paw and Grandma are coming to visit.

foxes—n., furry animals about the size of a small dog that usually live in the woods (32)

Example: I saw a pair of red foxes in the woods.

rabbits—n., furry animals with long ears and a short, fluffy tail. (32)

Example: The rabbits ate the lettuce in our garden.

clatter—n., a loud noise that sounds like things banging together (34)

Example: When I dropped the dishes, they made a loud clatter.



scraps—n., little bits and pieces (36)

Example: I fed some scraps to my dog.

Sayings and Phrases

scram—an expression used to tell someone to leave quickly (36)

Example: I told that dog to scram!

Get lost!—an expression used to tell someone to leave quickly (36)

Example: The dog was bothering me, so I told him to get lost!

Vocabulary Chart for “The Visit”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			Paw-paw rabbits foxes
Multiple-Meaning Core Vocabulary Words		clatter scraps	
Sayings and Phrases	scram Get lost!		

Purpose for Reading

- Tell students to read today’s story to find out what happens at the campsite after Sani’s story.
- Also ask students to try to figure out the meaning of the word *hoisted*. Tell them that if they do not know what a word means, they can use context clues to figure it out. Context clues can be in the sentence, as well as in any pictures. Tell students that you would like them to use context clues to figure out what the word *hoisted* means, and you will discuss their ideas as a class at the end of the story.

READ “THE VISIT” (15 MIN.)

Small Group

- Have students turn to Activity Page 13.3. Tell students to complete this activity page when they finish reading the story.
- Divide students into two groups. You will work with Group 1, students who need more direct support and immediate feedback, while students in Group 2 read in pairs.

Activity Page 13.3



Group 1: Have students take turns reading “The Visit” aloud. Then have them complete Activity Page 13.3.



Observation: Anecdotal Reading Record

As you listen to students in Group 1 read “The Visit,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

Group 2: Tell students to take turns reading “The Visit” and complete Activity Page 13.3. If they finish early, they can illustrate one of the words or phrases on the board or reread a previous story in the Reader.

Wrap-Up

- Review Activity Page 13.3. 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.

Discussion Questions for “The Visit”

1. **Literal.** Who is the narrator telling the story?
 - » Kate is the narrator telling the story.
2. **Inferential.** The story said that Sani tossed the rope up into a tree and hoisted the food pack up so it was hanging ten feet off the ground. What does the word *hoisted* mean? How do you know?
 - » *Hoisted* means to have lifted something up high. Students may say they figured it out when they read on page 32 that the pack was ten feet off the ground.
3. **Literal.** Why should you keep your food up high at night when camping?
 - » You should keep your food up high to keep it safe from animals.
4. **Inferential.** How do Kate and Doba feel when they hear the clatter in the night? How do you know?
 - » Kate and Doba feel a little scared; Doba hugs Kate close to her, showing that she is trying to protect Kate, and they stay in their tent until they hear Sani.
5. **Literal.** Who does Sani think came to visit the campsite?
 - » Sani thinks it was probably a fox looking for scraps of food to eat.

Support

Read each sentence aloud, including the blank, to help students determine the best word to complete the sentence.



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Reading Closely

Beginning

Rephrase questions as yes/no questions (e.g., “Are Kate and Doba feeling happy when they hear the clatter in the night?”).

Intermediate

Provide students with sentence starters for answering questions (e.g., “When they hear the clatter in the night, Kate and Doba feel . . .”).

Advanced/Advanced High

Encourage students to use key details from the text to support their answers and expand upon those of their classmates.

ELPS 4.G; ELPS 4.I



Observation: Discussion Questions

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



Activity Page 13.3: Story Questions

Collect and review Activity Page 13.3 to monitor students' understanding of "The Visit."

End Lesson

Lesson 13: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLING ALTERNATIVES FOR /F/

Targeted Dictation

- Have students take out a **pencil** and **paper**.
- Explain that you are going to say a number of words that contain the spelling alternatives for /f/: 'f' and 'ff'. Write the spellings on the board.
- Tell students to write each word that you say.
- For each word that you say, hold up one finger for each sound.
- Ask students to count the sounds in the word and then draw a line on their paper for each sound that they heard. For example, for the word *stuff*, four lines would be drawn on the paper: .
- Once students have drawn one line for each sound in the word, remind them that the sound /f/ can be spelled with two letters.
- Have students write the spellings on their respective lines: s t u ff.
- Finally, ask students to read the word back to you.

- Instruct students to refer to the **Individual Code Chart** if they are having difficulty remembering how to write the spellings.
- After going through all the words, write them on the board and have students 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 most need to practice. Dictate as many words as time allows.

1. stuff
2. flag
3. left
4. shelf
5. off
6. safe
7. stiff
8. fresh

MORE HELP WITH STATEMENTS, QUESTIONS, AND EXCLAMATIONS

- Make a copy of **Activity Page TR 13.1** for each student.
- At the top of the activity page, have students trace and copy the exclamation point, the question mark, and the period.
- For the second part, have students write the correct punctuation in the box at the end of each sentence.
- Then, on the back of the activity page have students write one sentence of each type with the appropriate punctuation, a statement, a question, and an exclamation.

14

SPELLING ALTERNATIVES AND TRICKY WORD

Introduce /v/ > 'v'
and 've'; Introduce:
Picture

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will distinguish between the /f/ and /v/ sounds in oral word

- ✦ pairs. **TEKS 1.2.A.vii**
- ✦ Students will read and write words with /v/ > 'v' and 've'. **TEKS 1.2.B.i**
- ✦ Students will read and write the Tricky Word *picture*. **TEKS 1.2.B.vi**

Language (Grammar)

Students will find two examples each of statements, questions, and exclamations

- ✦ in *Kate's Book*. **TEKS 1.11.D.ix**

Reading

Students will read "The Hike" with purpose and understanding, will answer written multiple-choice and short answer questions about the story, and will answer oral literal, inferential, and evaluative questions using evidence from in the text.

- ✦ **TEKS 1.4; TEKS 1.7.C**

FORMATIVE ASSESSMENT

Activity Page 14.1

Fill in the Blanks Spelling Alternatives for /v/

- ✦ **TEKS 1.2.B.i**

Observation

Anecdotal Reading Record "The Hike"

- ✦ (Group 2) **TEKS 1.4**

Observation

Discussion Questions "The Hike"

- ✦ **TEKS 1.7.C**

Activity Page 14.2

Story Questions "The Hike"

- ✦ **TEKS 1.7.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** Demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter-sound correspondences; (vi) identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.11.D.ix** Edit drafts using

LESSON AT A GLANCE

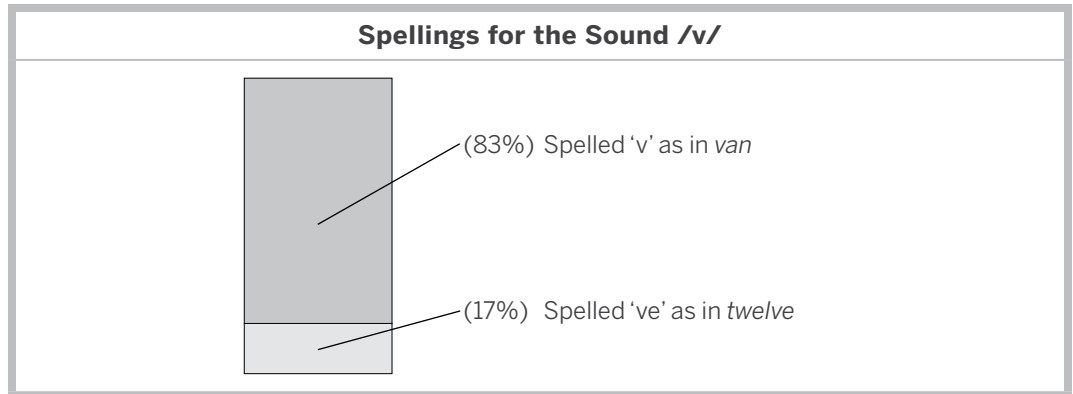
	Grouping	Time	Materials
Foundational Skills			
Minimal Pairs /f/ and /v/ (Phonological Awareness)	Whole Group	5 min.	
Spellings for /v/ (Phonics)	Whole Group	5 min.	<input type="checkbox"/> Consonant Code Flip Book <input type="checkbox"/> Spelling Card 've' > /v/ (<i>twelve</i>) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> red markers
Fill In the Blanks (Phonics)	Independent	15 min.	<input type="checkbox"/> Activity Page 14.1
Introduce Tricky Word: <i>Picture</i> (Word Recognition)	Whole Group	5 min.	<input type="checkbox"/> yellow index card <input type="checkbox"/> tape <input type="checkbox"/> one blank index card per student
Language (Grammar)			
Statements, Questions, and Exclamations	Whole Group/ Independent	10 min.	<input type="checkbox"/> <i>Kate's Book</i> <input type="checkbox"/> paper <input type="checkbox"/> pencils
Reading			
Introduce the Story	Whole Group	10 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "The Hike"	Small Group	20 min.	<input type="checkbox"/> <i>Kate's Book</i> <input type="checkbox"/> Activity Page 14.2
Take-Home Material			
"The Campsite"			<input type="checkbox"/> Activity Page 14.3

conventions of standard English, including using punctuation marks at the end of declarative, exclamatory, and interrogative sentences; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7C** Use text evidence to support an appropriate response.

ADVANCE PREPARATION

Note to Teacher

Today you will introduce the only significant spelling alternative for the /v/ sound. Students should already know the basic code spelling 'v' as in *van*. In this lesson you will review that spelling and introduce the spelling alternative 've' as in *twelve*. The following chart shows how common each spelling is.



Here are some patterns for you to be aware of:

- 'v' is used as a spelling for /v/ at the beginning of words and syllables (*vet, vent*); it is seldom found at the end of words (*Kiev, Pavlov*).
- 've' is used at the end of words (*twelve, serve, carves*).
- Many 've' words change to 'v' when suffixes are added (*carve > carving*).

Foundational Skills

- Display the Consonant Code Flip Book within view of all students. You may wish to tab page 10. Also have the Spelling Card listed in the Lesson at a Glance chart, student Individual Code Charts, and red markers readily available.
- Write the Tricky Word *picture* on a yellow index card.

Reading

➤ Digital Component 14.1

- Create the Preview Spellings chart for Introduce the Story on the board/chart paper, or use the digital version (Digital Component 14.1).
- Plan small groups for the Reading lesson.
- Write some of the words or phrases from Additional Support in previous lessons on the board. If some pairs finish early, they can illustrate one of the words or phrases.

Lesson 14: Spelling Alternatives for /v/; Tricky Word: *Picture*

Foundational Skills



Primary Focus

Students will distinguish between the /f/ and /v/ sounds in oral word pairs.

✚ **TEKS 1.2.A.vii**

✚ Students will read and write words with /v/ > 'v' and 've'. **TEKS 1.2.B.i**

✚ Students will read and write the Tricky Word *picture*. **TEKS 1.2.B.vi**

MINIMAL PAIRS /F/ AND /V/ (5 MIN.)

- Tell students that today they are going to review the /v/ sound as in *van*.
- Have students say the /v/ sound several times, stretching it out.
- Ask students whether /v/ is a vowel sound or a consonant sound. (*It is a consonant sound, made with the teeth and lips touching to obstruct airflow.*)
- Tell students that you are going to say word pairs. The words will be very similar, but one word will begin with the /v/ sound and the other word will begin with the /f/ sound.
- Have students repeat the sounds /f/ and /v/.
- Have students close their eyes and listen as you say the first word pair from the following box
- Ask students which word contains the /v/ sound.
- Have students repeat both words to hear and feel the difference in articulation. Students can touch their voice boxes with their fingers to feel the difference between /f/ and buzzy /v/.
- Work through the remaining pairs.

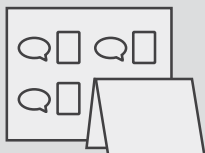
- | | |
|--------------|----------------|
| 1. van—fan | 4. views—fuse |
| 2. vat—fat | 5. vein—feign |
| 3. vine—fine | 6. vault—fault |

✚ **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** Demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter-sound correspondences; (vi) identifying and reading at least 100 high-frequency words from a research-based list.

SPELLINGS FOR /v/ (5 MIN.)

- Tell students you will first review the basic code spelling for /v/ and introduce a new spelling alternative.

Code Materials



Consonant Code Flip Book	Individual Code Chart
1. /v/ > 'v' (<i>van</i>) page 10	1. /v/ > 'v' (<i>van</i>) page 7
2. /v/ > 've' (<i>twelve</i>) page 10	2. /v/ > 've' (<i>twelve</i>) page 7

- Turn to **Consonant Code Flip Book page 10**, and review that 'v' is one way to spell the /v/ sound. Read the sample word and discuss the power bar.
- Write 'v' on the board, along with the two sample words listed in the following box.
- Have students turn to **Individual Code Chart page 7** and outline the 'v' spelling in red marker to show that it is a spelling they have learned for a consonant sound.
- On **Consonant Code Flip Book page 10**, put the Spelling Card 've' > /v/ (*twelve*) on the appropriate space. Have students read the sample word. Discuss the length of the power bar. Explain that the short power bar means that the /v/ sound is sometimes spelled this way.
- Write 've' on the board, along with the two sample words listed in the following box.
- Have students turn to **Individual Code Chart page 7** and outline the 've' spelling in red marker to show that it is a spelling they have learned for a consonant sound.
- Have students trace the spelling on their desks with a pointed finger while saying the sound.
- Tell students that whenever the spelling 've' appears on an activity page or in a story for the next few lessons, it will be printed in darker, bolder letters to remind them that the two letters stand for a single sound.
- Tell students that they can refer to their Individual Code Chart whenever they are having trouble remembering spelling alternatives for the /v/ sound.

1. v: *van, vet*

2. ve: *sleeve, carve*

FILL IN THE BLANKS (15 MIN.)

- Have students turn to Activity Page 14.1.
- Explain that the words in the box contain the sound /v/ spelled 'v' or 've'.
- Have the students read the words in the box aloud and underline the target spellings 'v' and 've'. Students should then fill in the blanks in the sentences with the best choice from the box.



Activity Page 14.1: Fill in the Blanks Spelling Alternatives for /v/

Collect and review Activity Page 14.1 to monitor students' understanding of the spelling alternatives for /v/.

INTRODUCE TRICKY WORD: PICTURE (5 MIN.)

- Write the Tricky Word *picture* on the board, and ask students how they would pronounce it by blending. (They might say something like /p/ /i/ /k/ /t/ /ue/ /r/.)

Note: Alternatively, you can ask students how they would spell the word *picture*. They will probably come up with a spelling like *piccher* or *pikcher*. Explain that in this word the sounds /ch/ /er/ are spelled 'ture'.

- Explain that we actually pronounce this word /p/ /i/ /k/ /ch/ /er/ as in, "He took my picture with his new camera."
- Circle the letters 'p', 'i', and 'c' and explain that they are pronounced just as one would expect, as /p/ /i/ /k/.
- Underline 'ture' and explain that this is the tricky part of the word. The letters 't', 'u', 'r', and 'e' stand for the /ch/ /er/ sounds.
- Tell students that when reading *picture*, they have to remember to pronounce the letters 't', 'u', 'r', 'e' as /ch/ /er/.
- Have students copy the word on an index card and underline the tricky part of the word.

Activity Page 14.1



Support

Read each sentence aloud, including the blank, to help students determine the best word to complete the sentence.

Lesson 14: Grammar

Language



Primary Focus: Students will find two examples each of statements, questions, and exclamations in *Kate's Book*. **TEKS 1.11.D.ix**

STATEMENTS, QUESTIONS, AND EXCLAMATIONS (10 MIN.)

- Review with students the three types of sentences they have learned about: statements, questions, and exclamations.
- Ask students to provide you with examples of each of these types of sentences.
- Tell students that they will now hunt through *Kate's Book* to find examples of each of these sentences.
- Tell students that you want them to look back at previously read stories and find two examples of each type of sentence. They should copy these sentences onto a blank piece of paper.
- When students are finished, have them share some of the sentences they picked out and read them to the class.

Reader



Support

Turn to page 36 in the Reader. Choose a sentence, read it with expression, and ask students which type of sentence it is. Then have students locate the sentence on the page.

Challenge

After students provide an example sentence, have them change it to a different type of sentence. For example, if a student provides an example of a statement, ask the student to change it to a question.



Check for Understanding

Listen as students provide examples of the three types of sentences (statements, questions, and exclamations), and provide corrective feedback as needed.

TEKS 1.11.D.ix Edit drafts using conventions of standard English, including using punctuation marks at the end of declarative, exclamatory, and interrogative sentences.

Lesson 14: “The Hike”

Reading



Primary Focus: Students will read “The Hike” with purpose and understanding, will answer written multiple-choice and short answer questions about the story, and will answer oral literal, inferential, and evaluative questions using evidence from the text. **TEKS 1.4; TEKS 1.7.C**

INTRODUCE THE STORY (10 MIN.)

- Ask students to look at the table of contents to see which story comes after “The Visit.” Ask students what the characters of today’s story might do based on the title of the story. Remind students that it was on a hike with Doba that Kate discovered a Spanish coin.

Preview Spellings

- Please preview the following spellings and Tricky Words before reading today’s story.
- The special Tricky Word for today’s story is *done*. Please have students practice reading and saying the word before reading.

➤ Digital Component 14.1

Other Two-Syllable Words	Consonant Doublings	Tricky Words
morn•ing	cliff	pic•ture
fin•ished	digg•ing	would
bigg•est	popped	done
	runn•ing	

- Review the contraction *let’s* with students, reminding them that *let’s* is *let* and *us* combined into one word. Use the word *let’s* in a sentence.

Previewing Core Vocabulary

- Please 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.

Reader



Page 38

➤ **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response.

Support

If necessary, review the word *cliff*, which appeared in the *Gran Reader* in Unit 2. Explain that a cliff is a steep and high surface or an edge of a mountain.

carve—v., to cut something away (40)

Example: I love to carve a pumpkin on Halloween.

Sayings and Phrases

a bit—n., a short amount of time (38)

Example: I'll be ready in just a bit.

drifted off—was carried away or blown off (42)

Example: The dirt drifted off the carrot I pulled out of the garden.

Vocabulary Chart for "The Hike"

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			carve
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	a bit drifted off		

Purpose for Reading

- Tell students to read today's story to find out what happens on a hike.

READ "THE HIKE" (10 MIN.)

Small Group

- Have students turn to Activity Page 14.2. Tell students to complete this activity page when they finish reading the story.
- Divide students into two groups. Today you should meet with students from Group 2 who previously read with a partner in Lesson 13. Remember that it is important to hear all students read aloud on a regular basis. Group 1 will read in pairs.

Group 1: Tell students to take turns reading "The Hike." Then have them complete Activity Page 14.2.

Group 2: Tell students to take turns reading "The Hike" and complete Activity Page 14.2. If they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

Activity Page 14.2





Observation: Anecdotal Reading Record

As you listen to students in Group 2 read “The Hike,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

- Review Activity Page 14.2. 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.

Discussion Questions for “The Hike”

1. **Literal.** What does everyone do in the morning? How do you know?
 - » They all go hiking in the morning.
2. **Literal.** What do Gad and Kate go look for after lunch? Show me where you found the answer.
 - » Gad and Kate go look for rocks after lunch.
3. **Literal.** Why do Gad and Kate take forks with them? How do you know?
 - » Gad and Kate take forks with them because they can use the forks to help dig out rocks.
4. **Literal.** How big was the bone that they pulled out from the cliff? How do you know?
 - » The bone was three feet long.
Note: You may show students something three feet long, or where three feet hits on your body, so they can understand how long the bone is.
5. **Inferential.** Look at the picture on page 43. How do you think Kate and Gad feel about their discovery?
 - » Kate and Gad look excited, happy, and amazed.
6. **Evaluative.** What kind of bone do you think Kate and Gad found? Why?
 - » Answers may vary.



ENGLISH
LANGUAGE
LEARNERS

Reading

Reading Closely

Beginning

Rephrase questions as yes/no questions (e.g., “Do Kate and Gad look excited about their discovery?”).

Intermediate

Provide students with sentence starters for answering questions (e.g., “Kate and Gad feel . . .”).

Advanced/Advanced High

Encourage students to use key details from the text to support their answers and expand upon those of their classmates.

ELPS 4.G; ELPS 4.I



Observation: Discussion Questions

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



Activity Page 14.2: Story Questions

Collect and review Activity Page 14.2 to monitor students' understanding of "The Hike."

End Lesson

Take-Home Material

"THE CAMPSITE"

- Have students take home Activity Page 14.3 to read with a family member.

Activity Page 14.3



Lesson 14: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

- Follow the procedure outlined in Lesson 6.

Decodable Words

Note: Remind students that these words* are contractions, or two words that are joined by an apostrophe to create a shorter form. Discuss with students which words formed each contraction and which letters have been replaced by the apostrophe.

- | | |
|--------------|---------------|
| 1. I've* | 6. solve |
| 2. ourselves | 7. themselves |
| 3. serve | 8. twelve |
| 4. shelves | 9. we've* |
| 5. sleeve | 10. you've* |

Chains

Note: These chains contain some nonsense words.

- | |
|---|
| 1. nerve > serve > seeve > sleeve > sleep |
| 2. car > carve > sarve > starve |
| 3. shelf > shelve > shelves > elves |

Phrases and Sentences

- | |
|--|
| 1. Serve it up. |
| 2. Carve out some time. |
| 3. nerves of steel |
| 4. Solve the problem. |
| 5. sleeveless dress |
| 6. I've got it! |
| 7. At twelve, we will stop for lunch. |
| 8. They saved themselves some time. |
| 9. You've got to see this! |
| 10. In the winter, we need scarves and hats. |

Song:

- | |
|---|
| 1. "A Very Small Vampire" (from <i>Alphabet Jam</i> CD) |
|---|

MORE HELP WITH SPELLING ALTERNATIVES FOR /V/

Word Collection

- Tell students that you would like them to help you make a collection of words that have the /v/ sound.
- Review the spellings for /v/ using the **Individual Code Chart page 7**.
- Write the headers on the board/chart paper for the sound /v/: 'v', 've'.
- Ask students to tell you words that contain the /v/ sound.
- Write the words under the appropriate header.
 - If students give you words that are not decodable, add them to the list and point out the tricky parts of the word. For example, if a student says the word *vulture*, you would want to briefly explain the 'ul' spelling for /schwa/ /l/ and the 'ture' for /ch/ /er/.
- Repeat until you have multiple examples of each spelling pattern.
- Use the word lists under each header to review the spellings and point out which spelling is more common.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 608 and 769 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 610 and 770 of those words would be completely decodable.

WRITING

Introduce Opinion Writing

PRIMARY FOCUS OF LESSON

Language (Spelling)

Students will spell dictated one- and two-syllable words with /j/ > 'j', 'g', and 'ge'.

✦ and the Tricky Word *your*. **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii**

Reading

Students will reread "The Hike" in pairs with increased accuracy, appropriate rate,

✦ and expression. **TEKS 1.4**

Writing

Students will distinguish between facts and opinions in oral sentences and will identify the sentence that provides the author's opinion in a written paragraph

✦ about *The Green Fern Zoo*. **TEKS 1.9.E**

FORMATIVE ASSESSMENT

Activity Page 15.1

Spelling Assessment

✦ **TEKS 1.2.C.1; TEKS 1.2.C.ii; TEKS 1.2.C.iii**

Observation

Anecdotal Reading Record "The Hike"

✦ **TEKS 1.4**

Activity Page 15.2

Parts of an Opinion Paragraph

✦ **TEKS 1.9.E**

✦ **TEKS 1.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) demonstrate and apply spelling knowledge by spelling words with initial consonant digraphs; (iii) spelling words using sound-spelling patterns; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.9.E** Recognize characteristics of persuasive text with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Spelling)			
Spelling Assessment	Whole Group	15 min.	<input type="checkbox"/> Activity Page 15.1
Reading			
Review the Story	Whole Group	5 min.	<input type="checkbox"/> <i>Kate's Book</i>
Reread "The Hike"	Partner	10 min.	
Writing			
Introduce Opinion Writing	Whole Group	30 min.	<input type="checkbox"/> Opinion Paragraph (Digital Components) <input type="checkbox"/> green, blue, purple markers or crayons for each student <input type="checkbox"/> Activity Page 15.2

ADVANCE PREPARATION

Note to Teacher

In today's writing lesson you will show students an example of a paragraph that states an opinion. You will point out the individual parts of the paragraph.

Reading

- Plan to pair students for rereading the story.

Writing

➤ Digital Component 15.1

- Create an enlarged version of Activity Page 15.2 on chart paper or prepare to use the digital version (Digital Component 15.1). Have a green, blue, and purple marker available to mark up the enlarged version during the lesson.

Start Lesson

Lesson 15: Spelling

Language



Primary Focus: Students will spell dictated one- and two-syllable words with /j/ >

✦ 'j', 'g', and 'ge', and the Tricky Word *your*. **TEKS 1.2.C.1; TEKS 1.2.C.ii; TEKS 1.2.C.iii**

SPELLING ASSESSMENT (15 MIN.)

- Have students turn to Activity Page 15.1. As a class, write the date on the activity page under the name line.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write down the word.
- Repeat this procedure with each of the remaining words.
- At the end, go back through the list, and read each spelling word one more time.

- | | |
|-----------|------------|
| 1. gem | 5. charged |
| 2. magic | 6. jumping |
| 3. fringe | 7. germ |
| 4. your | 8. jars |

Activity Page 15.1



✦ **TEKS 1.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) demonstrate and apply spelling knowledge by spelling words with initial consonant digraphs; (iii) spelling words using sound-spelling patterns.

- After all the words have been called out, tell students that you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, and writing the correct spelling next to it.



Activity Page 15.1: Spelling Assessment

At a later time, use the Lesson 15 analysis chart and directions provided in Teacher Resources to analyze students' mistakes. This will help you understand any patterns that are beginning to develop or that are persistent among individual students.

Lesson 15: "The Hike"

Reading



Primary Focus: Students will reread "The Hike" in pairs with increased accuracy, appropriate rate, and expression. **TEKS 1.4**

REVIEW THE STORY (5 MIN.)

- Tell students they will reread "The Hike" with a partner.
- Briefly review what happened in the story.

REREAD "THE HIKE" (10 MIN.)

Partner Read

- Have students reread "The Hike" with a partner. If students finish early, they may reread previous stories from the Reader.

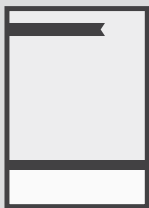


Observation: Anecdotal Reading Record

As you listen to students read "The Hike," make notes regarding their individual reading ability in the Anecdotal Reading Record.

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

Reader



Page 38

Lesson 15: Opinion Writing

Writing



Students will distinguish between facts and opinions in oral sentences and will identify the sentence that provides the author's opinion in a written paragraph about *The Green Fern Zoo*. **TEKS 1.9.E**

INTRODUCE OPINION WRITING

TEKS 1.9.E

Opinions vs. Facts

- Remind students that they have learned to write different types of text, such as narratives, book reports, and descriptions.
- Tell students that today they will begin to learn about a text type in which they state their opinion about something.
- Explain that an opinion is your personal view or belief (i.e., what you think about something).
- Give an oral example of an opinion: "I think hot summer days are the best!" Not everyone thinks that hot summer days are the best; some people do not like them. So, saying that I think hot summer days are the best is an opinion, not a fact. A fact is something that is true and can be proven.
- Give an oral example of a fact: "On hot summer days, the temperature outside rises."
- Tell students that you are going to read several sentences and you want them to tell you whether each sentence is an opinion or a fact.
- Read the statements from the following box. Pause after each statement and ask students if it is an opinion or a fact. If students have difficulty with any of the statements, remind them that an opinion is a belief or a personal preference and a fact is something that is known to be true.

Note: These sentences are not entirely decodable and are meant to be used orally in this exercise.

TEKS 1.9.E Recognize characteristics of persuasive text with adult assistance.



Language

Supporting Opinions

Beginning

Provide students with a word bank for supporting their opinion (e.g., *friendly, soft, fun, plays, cuddly, quiet*).

Intermediate

Have students use familiar vocabulary and complete sentences to support their opinion.

Advanced/Advanced High

Provide minimal support for open responses and encourage students to use detailed sentences.

ELPS 3.B; ELPS 3.G

Activity Page 15.2



Support

You may wish to point out that the word *fantastic* is a three-syllable word. Tell students that the chunking process is the same as with two-syllable words.

1. Dogs are animals. (*fact*)
2. Dogs are the smartest animals. (*opinion*)
3. Math is the best subject. (*opinion*)
4. [student's name] goes to [name of school]. (*fact*)
5. The color of grass is green. (*fact*)
6. The prettiest color is purple. (*opinion*)

- Explain that in writing a longer text, such as a paragraph that states an opinion, the writer states an opinion and gives the reader reasons for that opinion. Tell students that when a writer states an opinion, they are taking a stand on a subject and is prepared to explain why.
- Illustrate the above by elaborating on the previous opinion example about hot summer days: "I think hot summer days are the best because I can go swimming!"
- Tell students that in this example you are taking a stand that you love hot summer days. The reason or explanation why you took that stand is that you can go swimming. Point out that you used the linking word *because* to introduce the reason why you love hot summer days.
- Ask students to think of their favorite animal. They should take a stand on their favorite animal using the following sentence starter: *My favorite animal is _____*. Tell them to think of two reasons, or explanations for, why they like that animal.
- Have a few students take turns sharing what their favorite animal is and giving two reasons why. Remind students to use the linking word *because* to introduce the reasons why they like the animal.

Analyze Parts of an Opinion Paragraph

➤ Digital Component 15.1

- Have students turn to Activity Page 15.2 as you display your enlarged version.
- Explain that this is an example of an opinion paragraph. It takes a stand, or states an opinion, and gives reasons for that opinion/stand. Explain that today you are going to pay close attention to the parts of the paragraph and identify why each part is important.
- Have a student read the paragraph aloud.
- Point out that this piece of writing has a title and a body. The body is written in paragraph format with the first line indented.

- Discuss with students the opinion stated in the paragraph (*The Green Fern Zoo* is the best book ever) and the reasons given for that opinion (Vern tells lots of fun facts about the critters, and the snapshots make you feel close to the critters).
- Point out the linking word *because* used in the third sentence. Note that it is used to introduce the reasons that support the opinion in the first sentence.
- Explain that an opinion paragraph has several elements—a title, a starting sentence that states an opinion, one or two sentences that give reasons for that opinion, and an ending sentence.
- Ask students the name of the subject the writer took a stand on in the paragraph. (“*The Best Book Ever*”)
- Read the starting sentence, and explain that this sentence tells the reader what the paragraph is about. It states the writer’s opinion that they think the best book ever is *The Green Fern Zoo*.
- Have students underline the starting sentence in green on Activity Page 15.2 and write an “O” next to it in the margin to label it as the author’s opinion, as you do so on the enlarged version.
- Point out that when you write about a favorite book, it is a good idea to state briefly what the book is about. This can be done in a sentence that follows the starting sentence, as in this example.
- Read the next sentence, and tell students that this sentence gives a *reason* why the writer likes the book. Have students underline this sentence in blue and write *1* next to it in the margin to show that it is the first reason that supports the opinion, as you do so on the enlarged version.
- Read the next sentence, and tell students that the writer gives another reason why they like the book. Have students underline this sentence in purple and write *2* next to it in the margin to show that it is the second reason that supports the opinion, as you do so on the enlarged version.
- Read the last sentence, and explain that this is the ending sentence. It lets the reader know that it is the end of the paragraph.
- Note that in this ending sentence, the writer makes a suggestion to the reader based on their opinion.
- Quickly review with students the parts of the paragraph: a title, an opinion sentence, one or two sentences that give reasons, and an ending sentence.

Note: Save your marked-up enlarged version of “The Best Book Ever” for students to reference in future lessons.



Activity Page 15.2: Parts of an Opinion Paragraph

Collect and review Activity Page 15.2 to monitor students' understanding of the parts of an opinion paragraph.

End Lesson

Lesson 15: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLING ALTERNATIVES

Push and Say

- Provide each student with a copy of the Push and Say sound boxes (**Activity Page TR 15.1**) and a set of Push and Say letter cards (**Activity Page TR 15.2**) required for the words selected for building. Have students cut apart the letter cards.
- Say the first word from the following box.
- Students echo the word and then individually work to select the letter cards for the sound/spellings identified as they segment the word into phonemes.
- Have students place the letter cards directly below the boxes in the correct positions from left to right. Tell students they will not always use all the sound boxes.
- Once you see students are ready, ask them to push the cards into the boxes from left to right and say the sound as each letter card is pushed. Immediately, students should run their finger under the word in one smooth motion and say the whole word blended.
- Clear the board for the next word.

- | | |
|------------|------------|
| 1. rubbed | 9. kind |
| 2. box | 10. ditch |
| 3. flipped | 11. chimp |
| 4. park | 12. bits |
| 5. gem | 13. attic |
| 6. jump | 14. add |
| 7. fringe | 15. vest |
| 8. socks | 16. twelve |

MORE HELP WITH FACT AND OPINION

- Write pairs of fact and opinion statements on the same topic on the **board/chart paper or on sentence strips**. Possible topics may relate to animals, school, weather, games, families, etc.
- Remind students that a fact is something that is true. Also remind them that an opinion is your personal view or belief (i.e., what you think about something).
- Give an oral example of an opinion: “Biographies are the best kind of books to read!”
- Explain that not everyone thinks that biographies are the best kind of books to read; some people do not like them. So, saying that you think biographies are the best kind of books to read is an opinion, not a fact. A fact is something that is true and can be proven.
- Give an oral example of a fact: “A biography is a story about a person’s life.”
- Tell students that you are going to read several sentences and you want them to tell you whether each sentence is an opinion or a fact.
- Read the statements you prepared in advance. Pause after each statement and ask students if it is an opinion or a fact. If students have difficulty with any of the statements, remind them that an opinion is a belief or a personal preference and a fact is something that is known to be true.

16

WRITING

Plan and Draft an Opinion Paragraph as a Class

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will identify words with an initial /r/ sound based on oral riddle clues.

✦ **TEKS 1.2.A.vii**

✦ Students will read words with /r/ > 'r' and 'wr'. **TEKS 1.2.B.i**

Writing

Students will work together as a class to brainstorm ideas about a favorite school or class event, and will plan and draft an opinion paragraph.

✦ **TEKS 1.11.A; TEKS 1.11.B.i; TEKS 1.11.B.ii**

Language (Spelling)

Students will spell and write one- and two-syllable words with /t/ > 't' and 'tt', /d/ > 'd', 'dd', and 'ed', and /f/ > 'ff', and the Tricky Word was.

✦ **TEKS 1.2.B.vi; TEKS 1.2.C.iii**

FORMATIVE ASSESSMENT

Activity Page 16.1

Spellings for /r/

✦ **TEKS 1.2.B.i**

✦ **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.i** Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences; **TEKS 1.11.A** Plan a first draft by generating ideas for writing such as by drawing and brainstorming; **TEKS 1.11.B** Develop drafts in oral, pictorial, or written form by (i) organizing with structure; (ii) developing an idea with specific and relevant details; **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 1.2.C.iii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.

LESSON AT A GLANCE

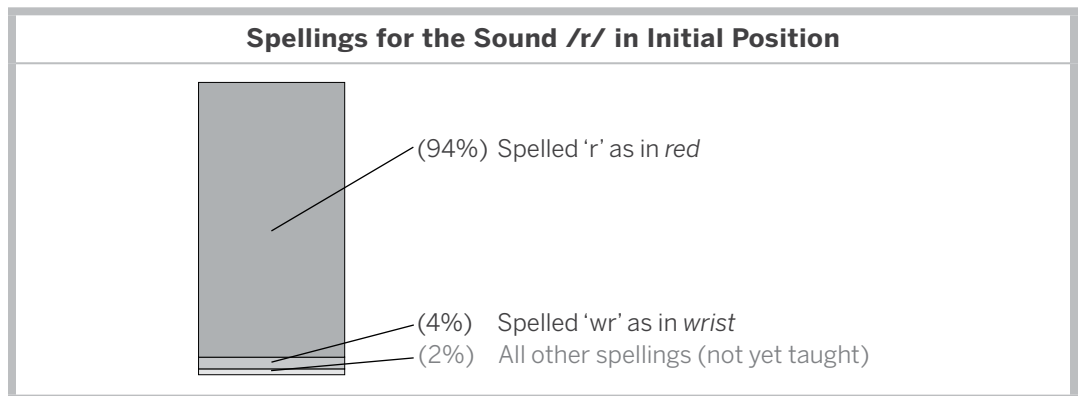
	Grouping	Time	Materials
Foundational Skills			
I'm Thinking of Something (Phonological Awareness)	Whole Group	5 min.	
Spellings for /r/ (Phonics)	Whole Group	5 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Consonant Code Flip Book <input type="checkbox"/> Spelling Card for 'wr' > /r/ (<i>wrist</i>) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> red marker
Spelling Tree for /r/ (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Spelling Tree for /r/ <input type="checkbox"/> prepared leaves <input type="checkbox"/> tape <input type="checkbox"/> marker
Count the /r/ Sounds (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 16.1
Writing			
Plan and Draft an Opinion Paragraph as a Class	Whole Group	20 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Opinion Paragraph (Digital Components) <input type="checkbox"/> The Writing Process (Digital Components) <input type="checkbox"/> Take a Stand and Tell Why Planning Template (Digital Components) <input type="checkbox"/> Take a Stand and Tell Why Drafting Template (Digital Components) <input type="checkbox"/> chart paper
Language (Spelling)			
Introduce Spelling Words	Whole Group	10 min.	
Take-Home Material			
Spelling Words			<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 16.2

ADVANCE PREPARATION

Note to Teacher

Today you will introduce an important spelling alternative for the /r/ sound. Students should already know the basic code spelling 'r' as in *red* and the spelling alternative 'rr' as in *ferret*. In this lesson you will review those spellings and introduce the spelling alternative 'wr' as in *wrist*.

The following chart shows you which spellings for /r/ are most common in the initial position, before a vowel spelling. When /r/ follows a vowel, it often combines with the vowel to make a vowel diphthong like /er/, /ar/, and /or/. The r-controlled vowel sounds are handled separately. The spelling 'rr' is not included in the chart because it is never used at the beginning of words.



Here are some patterns for you to be aware of:

- **'wr'** is used in initial position only.
- **'r'** is used in initial consonant clusters such as *br-*, *cr-*, *dr-*, *fr-*, *gr-*, *pr-*, *spr-*, *tr-*, *shr-*, and *thr-* (*brim*, *crab*, *drip*, *free*, *greed*, *pride*, *spring*, *tree*, *shrink*, *three*).
- **'rr'** always follows a vowel spelling. It follows 'e' in words like *ferry* and 'a' in words like *marry*. This spelling is reviewed in this lesson but not included in the word sort because the focus of this lesson is on spellings for /r/ that are used before a vowel sound.

Foundational Skills

- Prepare to display the Consonant Code Flip Book within view of all students. You may wish to tab page 18. Also have the Spelling Card listed in the Lesson at a Glance chart, student Individual Code Charts, and red markers readily accessible.

- Prepare a Spelling Tree for the /r/ sound using the directions and template in Teacher Resources. You will need branches for 'r', 'rr', and 'wr', with the 'r' branch being larger than the other two branches. Create a short odd ducks branch at the top. You should have the tree assembled and ready to be displayed before you begin this lesson
- Write the following words on leaves to add to the /r/ Spelling tree: *rich, brim, dripp•ing, roost•er, runn•ing, ferr•et, writt•en, wrapped, wrist, wreck.*
- Also have some blank leaves and odd duck cards ready to use in the lesson.

Writing

➤ Digital Component 15.1

- Prepare to display your marked-up, enlarged version of “The Best Story Ever” opinion paragraph from Lesson 15, or prepare to display the digital version (Digital Component 15.1).

➤ Digital Component 16.1

- Create an enlarged version of The Writing Process graphic found in Teacher Resources, or prepare to use the digital version (Digital Component 16.1).
- You may wish to select a school or class event in advance which will serve as the basis for the opinion paragraph. Otherwise, students will brainstorm a list to choose from during the lesson

➤ Digital Component 16.2

- Create an enlarged version of the planning template, or prepare to use the digital version (Digital Component 16.2).

➤ Digital Component 16.3

- Create an enlarged version of the drafting template, or prepare to use the digital version (Digital Component 16.3).

Universal Access

- Gather pictures for the following words when reviewing the /r/ sound for I'm Thinking of Something: *wrist, rabbit, rain, red, ring.*

Lesson 16: Spelling Alternatives /r/ > 'r', 'rr', and 'wr'

Foundational Skills

**Primary Focus**

Students will identify words with an initial /r/ sound based on oral riddle clues.



TEKS 1.2.A.vii



Students will read words with /r/ > 'r' and 'wr'. **TEKS 1.2.B.i**

I'M THINKING OF SOMETHING (5 MIN.)

- Tell students that today they are going to review the /r/ sound as in *red*.
- Have students say the /r/ sound several times, stretching it out.
- Ask students whether /r/ is a vowel sound or a consonant sound. (*It is a consonant sound, made with the back of the tongue curled back toward the roof of the mouth to obstruct airflow.*)
- Tell students that you are thinking of a word that begins with the /r/ sound; you want them to guess what it is, but first you will give them a clue.
- Read the first clue, and see if anybody can guess the answer.
- If students are stumped, read the second clue.
- Work through the remaining items.

1. I'm thinking of the part of your body that connects your hand to your arm.
You can bend this part of your body. (*wrist*)
2. I'm thinking of an animal that has long ears and a fluffy tail.
I'm thinking of an animal that likes to eat carrots. (*rabbit*)
3. I'm thinking of something that falls from the clouds and soaks the ground.
I'm thinking of something that you might see on a cloudy day. (*rain*)
4. I'm thinking of the color of cherries and some apples.
I'm thinking of the color of fire trucks. (*red*)
5. I'm thinking of a type of jewelry that is worn on your finger.
I'm thinking of a type of jewelry that is round. (*ring*)



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

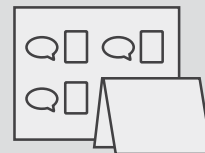
SPELLINGS FOR /R/ (5 MIN.)

- Tell students you will review the spellings for /r/ and introduce a new spelling alternative.

Consonant Code Flip Book	Individual Code Chart
1. /r/ > 'r' (<i>red</i>) page 18	1. /r/ > 'r' (<i>red</i>) page 7
2. /r/ > 'rr' (<i>ferret</i>) page 18	2. /r/ > 'rr' (<i>ferret</i>) page 7
3. /r/ > 'wr' (<i>wrist</i>) page 18	3. /r/ > 'wr' (<i>wrist</i>) page 7

- Turn to **Consonant Code Flip Book page 18**, and review that 'r' is one way to spell the /r/ sound. Read the sample word and discuss the power bar.
- Write 'r' on the board, along with the two sample words listed in the following box: *rock*, *grin*.
- Turn to **Consonant Code Flip Book page 18**, and review that 'rr' is another way to spell the /r/ sound. Read the sample word and discuss the power bar.
- Remind students that the double-letter spelling 'rr' is also sometimes used for the /r/ sound. Write this spelling on the board, along with the sample listed in the following box.
- Point out that the 'rr' is a spelling that comes after a vowel spelling.
- Tell students you will now show them a new spelling for the /r/ sound.
- Show students the Spelling Card 'wr' > /r/ (*wrist*), and place it on the appropriate space on **Consonant Code Flip Book page 18**. Have students read the sample word. Discuss the length of the power bar. Explain that the short power bar means that the /r/ sound is only spelled this way sometimes.
- Write 'wr' on the board, along with the two sample words listed in the following box.
- Have students turn to **Individual Code Chart page 7** and outline the 'wr' spelling in red marker to show that it is a spelling they have learned for a consonant sound.
- Have students trace the spelling on their desks with a pointed finger while saying the sound.
- Tell students that whenever the spelling 'wr' appears on an activity page or in a story for the next few lessons, it will be printed in darker, bolder letters to remind them that the two letters stand for a single sound.

Code Materials



Foundational Skills

Using Foundational Skills

Explain that for Spanish speakers, the letters 'rr' form a "rolled r" sound, as opposed to the /r/ sound in *ferret*. Explain that in English, the letters 'rr' don't make a different sound; it is still the /r/ sound. Have students practice.

ELPS 1.B; ELPS 2.A;

ELPS 5.A

- Tell students that they can refer to their Individual Code Chart whenever they are having trouble remembering spelling alternatives for the /r/ sound.

1. r: *rock, grin*
2. rr: *ferret*
3. wr: *wren, wreck*

SPELLING TREE FOR /R/ (10 MIN.)

- Show students the prepared Spelling Tree. Tell students that this Spelling Tree will help them keep track of and organize the different spellings for the /r/ sound.
- Point to the trunk labeled /r/, and tell students to say the /r/ sound. Tell them that you are going to add leaves to the different branches of this tree. All of the words that you put on the Spelling Tree will have the /r/ sound.
- Point to the branches of the Spelling Tree, and explain that each branch will represent a different spelling for /r/. Review the spellings on the branches, and note that the branches are like the power bars because they show how common a spelling is for a sound. The longest branches show the most common or most frequent spelling.
- Point out that the odd ducks branch is the shortest. Explain that words with unusual spellings are called odd ducks. Odd ducks are Tricky Words, and like Tricky Words, odd ducks are on yellow paper.
- Show students the following leaves, one at a time: *rich, ferret, and written*. Ask students to read one word at a time. Then ask one student to tell you on which branch you should place this leaf/word; then tape that leaf to the Spelling Tree. Continue until all three of the leaves have been read and placed on the appropriate branches.
- Distribute the remaining leaves to pairs of students, one leaf per pair. Give students one minute to practice reading the word with their partner and to discuss the proper placement of each leaf on the Spelling Tree.
- Call on each pair of students to show their leaf to their classmates. Have them read the word and then direct you where to tape the leaf. Ask for confirmation from the remainder of the class. Continue until all of the words are placed on the Spelling Tree.

- If time permits, ask several students if they can think of any other words with the /r/ sound. Write each of these words on a leaf, and then ask the student who suggested the word to place it on the correct branch. If students came up with any odd ducks, copy those words onto the yellow, duck-shaped cards.
- Explain that you will be using the Spelling Tree as an organizer. Students will have a chance to add more words to the Spelling Tree.

COUNT THE /R/ SOUNDS (10 MIN.)

- Have students turn to Activity Page 16.1.
- Tell students that each sentence contains at least one word that has the /r/ sound. They should read the sentence and circle the 'r' spellings. The number at the end of each sentence tells how many /r/ spellings are in the sentence.
- Complete the activity page as a class.



Activity Page 16.1: Spellings for /r/

Collect and review Activity Page 16.1 to monitor students' understanding of the spelling alternatives for /r/.

Activity Page 16.1



Support

Model the /r/ sound, then read each sentence to students in sections, stopping after the words with the /r/ sound.

Lesson 16: Plan and Draft an Opinion Paragraph

Writing



Primary Focus: Students will work together as a class to brainstorm ideas about a favorite school or class event, and will plan and draft an opinion paragraph.

✦ **TEKS 1.11.A; TEKS 1.11.B.i; TEKS 1.11.B.ii**

PLAN AND DRAFT AN OPINION PARAGRAPH AS A CLASS (20 MIN.)

Review

- Remind students that they have been learning about the elements of an opinion paragraph, or how to take a stand and tell why.



Check for Understanding

Ask students what the difference is between an opinion and a fact.

(An opinion is your belief or personal view about something, and a fact is something that is known to be true.)

➤ Digital Component 15.1

- Direct students' attention to the enlarged version of the opinion paragraph titled "The Best Book Ever" from the previous lesson.
- Prompt students to review the elements of an opinion paragraph from their discussion of "The Best Book Ever," which they read in the previous lesson (title, starting sentence with opinion, providing at least two reasons to support opinion, ending sentence).
- Remind students that in an opinion paragraph the writer states their opinion about something (takes a stand), tells a little about the thing, and gives reasons for that opinion (tells why they took that stand). Point out that the linking word *because* is used to introduce each reason.

Make a Plan

- Tell students that in today's lesson they will work as a group to plan a class opinion paragraph, or to take a stand and tell why.

✦ **TEKS 1.11.A** Plan a first draft by generating ideas for writing such as by drawing and brainstorming; **TEKS 1.11.B** Develop drafts in oral, pictorial, or written form by (i) organizing with structure; (ii) developing an idea with specific and relevant details.

➤ Digital Component 16.1

- Direct students' attention to The Writing Process graphic you prepared in advance and remind students that the first step in the writing process is planning—thinking about what they will write about.
- Tell students that they will plan an opinion paragraph about a favorite class or school event.
- Have students brainstorm a list of class or school events in which they have participated during this school year. You may wish to record students' ideas on the board/chart paper. (Try to use decodable words whenever possible.)
- Have students vote to select one of the ideas as a favorite class or school event for the class to write an opinion paragraph about, or select one for them in advance.
- Remind students of that event and review what happened during the event, asking students to share specific reasons why they enjoyed it.
- Explain that the class experienced this event as a group, so it would be possible to write an opinion about it as a group, saying what they liked about it. However, an opinion paragraph is usually written from the point of view of a single person instead of a group.
- **Explain that you would like the class to plan an opinion paragraph about the event as a group but use only one person as the writer.**
The whole class will help think and talk about the opinion paragraph, but it will be only one student who writes it from their point of view.
- Ask if anyone would like to volunteer to be the writer for the opinion paragraph.

Note: If you think using a student to be the writer might be too confusing, you can volunteer to be the writer.

- Choose a student to be the writer. Explain that the whole class will be planning the opinion paragraph, but it will be an opinion of the event as experienced by this student.

➤ Digital Component 16.2

- Direct student's attention to the planning template you prepared in advance.
- Explain that the class will plan the opinion paragraph orally while you write the opinion and reasons on the template.



Writing

Interacting via Written English

Beginning

Provide students with a word bank for helping to draft reasons to support the opinion (e.g., *fun*, *learned*, *exciting*, *together*).

Intermediate

Have students use familiar vocabulary and complete sentences for helping to draft reasons to support the opinion.

Advanced/Advanced High

Provide minimal support for open responses and encourage students to use detailed sentences.

ELPS 1.A; ELPS 3.G;

ELPS 5.B

- Consult frequently with the student chosen to be the writer. Because it is an opinion piece, the paragraph should reflect the chosen student’s opinion of the event. This student should articulate an opinion of the event and two reasons to support their opinion of the event.
- Jot down the student’s opinion and reasons on the planning template.
- Next, tell students that the class will work on writing a draft of the opinion paragraph using the ideas they just planned. The planning template will help you and the class complete the draft template together.

Make a Draft

- Point to The Writing Process graphic, and remind students of the three steps in the writing process—plan, draft, edit.
- Tell students that the next step is to write a draft based on the plan.

➤ Digital Component 16.3

- Direct students’ attention to the drafting template you prepared in advance.
- Explain that the class will draft the opinion paragraph orally while you write the draft on the template.
- Tell students that the first thing they need to write on the draft is the title or name of the subject.
- Ask students for a title. Explain that a good title lets the reader know what you are writing an opinion about.
- If students have difficulty coming up with a good title, suggest a simple decodable title (e.g., “The Best Class Trip Ever”).
- Write the title on the top line of the display draft template under “Name of Subject.”
- Tell students that the first sentence of the opinion paragraph should state the writer’s opinion or take a stand.
- Have students help you come up with a good starting sentence for the opinion paragraph (e.g., “The best class trip ever was . . .”).
- Write the sentence below the title under “Take a Stand” on the draft template.
- Point out that the sentence starts with a capital letter and ends with a punctuation mark. Also, point out that the sentence is indented (i.e., it starts a bit further to the right than the other sentences in the paragraph).

- Work with students to draft the opinion paragraph with two supporting reasons and an ending sentence, asking students—and especially the writer—to help you transform the ideas the class planned into complete sentences. It might be good to ask the writer to share a reason first and then have other students refine or expand on what the writer said.
- Be sure to use the linking word *because* to introduce each reason. Write the first reason under “Tell Why #1” on the draft template. Write the second reason under “Tell Why #2” on the draft template.
- As you transcribe the oral sentences, remind students that written sentences need to begin with a capital letter and end with a punctuation mark.
- Tell students that the ending sentence should let the reader know that the opinion paragraph is finished. A good ending sentence makes a suggestion to the reader based on their opinion.
- Work with the writer and other students to come up with a good ending sentence for the opinion paragraph. Write the ending sentence on the draft template under “End with a Zinger.” Tell students that a *zinger* is a snazzy statement that tries to convince the reader to take the same stand as the author.
- Read the draft to the class, or have a student read it aloud.

Wrap-Up

- Remind students that in today’s lesson, they drafted an opinion paragraph about a favorite class/school event, based on the plan they had made earlier.
- Note that the whole class helped [writer’s name], who is the writer of the opinion paragraph, to write the draft. Drafting is the second step in the writing process.
- Explain that the draft has a starting sentence that states the writer’s opinion, a sentence that describes the topic, two more sentences that give reasons supporting their opinion, and an ending sentence that wraps up the opinion paragraph. The draft is written in paragraph format.
- Tell students that in the next lesson, they will plan their own opinion paragraph discussing their opinion of *Kate’s Book*.

Note: Please save today’s completed plan and draft templates for future use.

Lesson 16: Spelling Words

Language



Primary Focus: Students will spell and write one- and two-syllable words with /t/ > 't' and 'tt', /d/ > 'd', 'dd', and 'ed', and /f/ > 'ff', and the Tricky Word was.

TEKS 1.2.B.vi; TEKS 1.2.C.iii

INTRODUCE SPELLING WORDS

- Remind students that they will have a list of spelling words to practice and learn each week.
- Write the following headings on the board in columns: /t/ > 't', /t/ > 'tt', /t/ > 'ed'; /d/ > 'd', /d/ > 'dd', /d/ > 'ed'; /f/ > 'ff'.
- Read and write each spelling word, underlining and reviewing the spellings for the /t/, /d/, or /f/ sounds in each word. Have students repeat each word after you. Remind students that the last word is a Tricky Word. Tricky Words do not follow the rules, so their spellings must be memorized.
- Ask one or more students to use each word in a sentence, being sure to explain vocabulary for any words they may not know. The words for the week are:

/t/ > 't'	/t/ > 'tt'	/t/ > 'ed'	/d/ > 'd'	/d/ > 'dd'	/d/ > 'ed'	/f/ > 'ff'	Tricky Word
truck•er	kitt•en	parked	duck	add	planned	off•er	was

- Remind students they will have an assessment at the end of the week, so it is important to practice their spelling words at home.

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 1.2.C.iii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.

Lesson 16: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

- Follow the procedure outlined in Lesson 6.

 **Decodable Words** **TEKS 1.2.B.vi**

Note: Words with asterisks are on the Dolch and/or Fry Word List.

- | | |
|-------------|------------|
| 1. write* | 6. wrist |
| 2. wrap | 7. written |
| 3. wrapper | 8. wrong |
| 4. wreck | 9. wrote |
| 5. wretched | 10. wrung |

Chains

1. write > wrote > tote > tone > lone
2. wish > wing > wring > wrong
3. neck > wreck > wren > wrench

Phrases and Sentences

- | | |
|-------------------|--|
| 1. a shipwreck | 7. Would you like to write a book? |
| 2. Wrap the gift. | 8. That is the wrong number! |
| 3. wrong time | 9. Did he twist his wrist when he swung the bat? |
| 4. written word | 10. Wring out the mop so it will not drip. |
| 5. hand and wrist | |
| 6. Wring it out. | |

 **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.

Song

1. Rock and Roll (from *Alphabet Jam* CD)

MORE HELP WITH SPELLING ALTERNATIVES FOR /R/

Word Collection

- Tell students that you would like them to help you make a collection of words that have the /r/ sound.
- Review the spellings for /r/ using **Individual Code Chart page 7**.
- Write the headers on the board/chart paper for the sound /r/: 'r', 'rr', 'wr'.
- Ask students to tell you words that contain the /r/ sound.
- Write the words under the appropriate header.
 - If students give you words that are not decodable, add them to the list and point out the tricky parts of the word. For example, if a student says the word *furry*, you would want to briefly explain the 'ur' spelling for /er/ and the 'y' spelling for /ee/.
- Repeat until you have multiple examples of each spelling pattern.
- Use the word lists under each header to review the spellings and point out which spelling is more common.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 610 and 770 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 610 and 771 of those words would be completely decodable.

WRITING

Plan and Draft an Opinion Paragraph Independently

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will review the spellings for /j/, /g/, and /k/. **TEKS 1.2.B.i**

Reading

Students will read “The Bone Man” with purpose and understanding, will answer written multiple-choice and short answer questions about the story, and will answer oral literal, inferential, and evaluative questions about key details in the

- text. **TEKS 1.4; TEKS 1.6.A; TEKS 1.6.F; TEKS 1.6.G**

Writing

Students will use a planning template and a drafting template to draft a letter that

- states an opinion. **TEKS 1.11.A; TEKS 1.11.B.i; TEKS 1.11.B.ii; TEKS 1.12.C**
- Students will share their writing. **TEKS 1.11.E**

FORMATIVE ASSESSMENT

Observation	Anecdotal Reading Record “The Bone Man” <ul style="list-style-type: none"> (Group 1) TEKS 1.4
Observation	Discussion Questions “The Bone Man” <ul style="list-style-type: none"> TEKS 1.6.F
Activity Page 17.1	Story Questions “The Bone Man” <ul style="list-style-type: none"> TEKS 1.6.G
Activity Page 17.2	Take a Stand and Tell Why (Plan) <ul style="list-style-type: none"> TEKS 1.11.A
Activity Page 17.3	Take a Stand and Tell Why (Draft) <ul style="list-style-type: none"> TEKS 1.11.B.i; TEKS 1.11.B.ii; TEKS 1.12.C

- 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 1.4** 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.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; **TEKS 1.11.A** Plan a first draft by generating ideas for writing such as by drawing and brainstorming; **TEKS 1.11.B** Develop drafts in oral, pictorial, or written form by (i) organizing with structure; (ii) developing an idea with specific and relevant details; **TEKS 1.12.C** Dictate or compose correspondence such as thank you notes or letters; **TEKS 1.11.E** Publish and share writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Spelling Tree Review (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> prepared leaves
Reading			
Introduce the Story	Whole Group	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "The Bone Man"	Small Group/ Partner	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Kate's Book</i> <input type="checkbox"/> Activity Page 17.1
Writing			
Plan and Draft an Opinion Paragraph Independently	Whole Group/ Independent/ Small Group	30 min.	<ul style="list-style-type: none"> <input type="checkbox"/> The Writing Process Graphic (Digital Components) <input type="checkbox"/> Tricky Words List (Digital Components) <input type="checkbox"/> Opinion Paragraph Sentence Started (Digital Components) <input type="checkbox"/> Activity Pages 17.2, 17.3 <input type="checkbox"/> board/chart paper
Take-Home Material			
Practice Spelling Alternatives			<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 17.4

ADVANCE PREPARATION

Foundational Skills

- Write the following words on spelling leaves: *black*, *skipp•er*, *crawled*, *hugged*, *gar•lic*, *camp•site*, *stack*, *socc•er*, *came*, *kick•ed*, *merge*, *coll•ege*.

Reading

➤ Digital Component 17.1

- Create the Preview Spellings chart for Introduce the Story on the board/ chart paper, or use the digital version (Digital Component 17.1).
- Plan small groups for the Reading lesson.
- Write some of the words or phrases from Additional Support in previous lessons on the board. If some Group 2 pairs finish early, they can illustrate one of the words or phrases.

Writing

- Prepare to display the completed draft about the best school or class event from Lesson 16.

➤ Digital Component 16.1

- Prepare to display the enlarged version of The Writing Process graphic you prepared for Lesson 16, or prepare to use the digital version (Digital Component 16.1).

➤ Digital Component 17.2

- Create an enlarged version of the chart with the Tricky Words taught so far, or prepare to use the digital version (Digital Component 17.2).

➤ Digital Component 17.3

- Create an enlarged version of the list of sentence starters, or prepare to use the digital version (Digital Component 17.3).
- Plan small groups for the Writing lesson. Group 1 will be writing independently, and Group 2 will write with your support.

Lesson 17: Review Spelling for /j/, /g/, and /k/

Foundational Skills



Primary Focus: Students will review the spellings for /j/, /g/, and /k/.

✦ **TEKS 1.2.B.i**

SPELLING TREE REVIEW (10 MIN.)

- Remind students that they have recently reviewed spellings for /k/. Point to the Spelling Tree for /k/ and review the four spellings, reading some of the leaves on each branch.
- Point to the Spelling Tree for /j/. Remind students that 'g' is a tricky spelling. Ask students to tell you the two different sounds for the 'g' spelling. (/j/ and /g/) Remind students that 'g' is often pronounced /j/ when it is followed by the letter 'e' or the letter 'i'.
- Show students the prepared leaves. Ask students to read the words aloud and use them in a sentence. Ask students to tape the leaves to the appropriate Spelling Tree, either /k/ or /j/. (Please note that *hugged* and *garlic* are included as distractors and should not be placed on the Spelling Tree for /j/!)

Lesson 17: "The Bone Man"

Reading



Primary Focus: Students will read "The Bone Man" with purpose and understanding, will answer written multiple-choice and short answer questions about the story, and will answer oral literal, inferential, and evaluative questions about key details in the text. **TEKS 1.4; TEKS 1.6.A; TEKS 1.6.F; TEKS 1.6.G**

INTRODUCE THE STORY (10 MIN.)

- Ask students to summarize what happened in the last story. Ask students to describe the bone Kate and Gad found. Ask students to read the title of the story, "The Bone Man." Tell them that in today's story, Kate and Gad visit a man who is an expert on bones.

✦ **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 1.4** 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.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.

Reader



Page 46

Preview Spellings

- Please preview the following spellings and Tricky Words before reading today’s story.

➤ Digital Component 17.1

/j/ > ‘ge’	Other Two-Syllable Words	Tricky Words
coll•ege	west•ern	pic• <u>ture</u>
charge	jeep•ers	to• <u>day</u>
	ex•tinct	
	rap•tor	

- Have students look at **page 50** in their Readers. Ask students what they notice about some of the words in the sentence . . . *he is big!* Discuss how when the letters of a word slant like this, they are said to be in italics. The slanting letters tell us to read with expression, which means we read in an excited way. Demonstrate reading this sentence for students.

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.

college—n., a school where a person can take classes and earn a degree; college comes after high school (46)

Example: My brother goes to college.

tests—n., a set of questions or experiments used to find out about something (48)

Example: The doctor did several tests when I had my annual check-up.

raptor—n., short for velociraptor, a meat-eating dinosaur that walked on two legs. Large birds like hawks and eagles are also called raptors, because they hunt for their prey. (48)

Example: The raptor was considered to be one of the smartest dinosaurs.

sweet—adj., awesome (48)

Example: Sweet! I get to go to the amusement park!

Sayings and Phrases

“ . . . looked at me like I was from Mars ”—looked at someone like they were saying something ridiculous (48)

Example: He didn’t understand what I was saying and he looked at me like I was from Mars.

jeepers—interjection, something a person may say when they are excited or surprised (50)

Example: Jeepers! That roller coaster is fast!

all wiped out—all gone; something happened to make something disappear (50)

Example: My mom said the cookies were all wiped out.

Vocabulary Chart for “The Bone Man”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	raptor		college
Multiple-Meaning Core Vocabulary Words		tests	sweet
Sayings and Phrases	“. . . looked at me like I was from Mars” jeepers all wiped out		

Purpose for Reading

- Tell students to read today’s story to find out what the bone man has to say about Kate and Gad’s discovery.
- Also ask students to try to figure out the meaning of the word *extinct*. Tell students that if they do not know what a word means, they can use context clues to try and figure it out. Context clues can be things said in sentences that help you figure out what the word means. Tell students that you would like them to use context clues to figure out what the word *extinct* means, and you will discuss their ideas as a class at the end of the story.

READ “THE BONE MAN” (10 MIN.)

Small Group

- Have students turn to Activity Page 17.1. Tell students to complete this activity page when they finish reading the story.
- Divide students into two groups. You will work with Group 1, students who need more direct support and immediate feedback, while students in Group 2 should read in pairs.

Group 1: Listen as students take turns reading “The Bone Man” aloud. Work with students to complete Activity Page 17.1.





Observation: Anecdotal Reading Record

As you listen to students in Group 1 read “The Bone Man,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

Group 2: Tell students to take turns reading “The Bone Man” and complete Activity Page 17.1. If they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

Wrap-Up

- Review Activity Page 17.1. 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.

Discussion Questions for “The Bone Man”

1. **Literal.** Who is the narrator telling the story?
 - » Kate is the narrator telling the story.
2. **Inferential.** Sani told Kate that she was in charge of the bone. What does this mean? What did Kate do?
 - » Sani meant that Kate was responsible for holding the bone and keeping it safe. Kate did this by holding it on her lap.
3. **Literal.** What does it mean that Ron Fitch is an expert on bones?
 - » It means that Ron Fitch has studied and knows a lot of things about bones.
4. **Inferential.** What did the bone man do when he saw Kate and Gad’s bone?
 - » The bone man grinned when he saw Kate and Gad’s bone.Why do you think he did so?
 - » The bone man grinned because he was excited to see a bone that he thought might be from a raptor.
5. **Evaluative.** Why do you think Gad looked at Kate like she was from Mars?
 - » Gad couldn’t believe that Kate didn’t know about the raptor, which he thinks is the coolest reptile of all time.
6. **Evaluative.** The bone man said the raptor is extinct. What do you think the word *extinct* means? How do you know?
 - » Extinct means that something was once living, but no longer exists. Students should share that they read “They were all wiped out . . .” and “All that’s left of them today are bones,” to support their answer.



ENGLISH
LANGUAGE
LEARNERS

Language

Selecting Language Resources

Beginning

Provide students with an oral word bank (e.g., *not living, no more, will never again be living*).

Intermediate

Have students provide a complete sentence (e.g., “*Extinct* means no longer existing.”).

Advanced/Advanced High

Have students provide a detailed sentence (e.g., “*Extinct* means something that was living at one time is no longer alive and will never exist again.”).

ELPS 3.D



Observation: Discussion Questions

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



Activity Page 17.1: Story Questions

Collect and review Activity Page 17.1 to monitor students' understanding of "The Bone Man."

Lesson 17: Plan and Draft an Opinion Paragraph



Writing

Primary Focus:

- Students will use a planning template and a drafting template to draft a letter that states an opinion. **TEKS 1.11.A; TEKS 1.11.B.i; TEKS 1.11.B.ii; TEKS 1.12.C**
- Students will share their writing. **TEKS 1.11.E**

PLAN AND DRAFT AN OPINION PARAGRAPH INDEPENDENTLY (30 MIN.)

Review

➤ Digital Component 16.1

- Point to The Writing Process graphic, and remind students that first they planned an opinion paragraph about a favorite class trip, and then they helped draft the paragraph in complete sentences using the template.
- Ask students what an opinion paragraph is. Have a few of them quickly share what the class opinion paragraph was about.
- Explain to students that in today's lesson they will plan and draft another opinion paragraph on their own, this time writing a letter to Kate telling their opinion of her book.

Make a Plan

- Have students turn to Activity Page 17.2.

- TEKS 1.11.A** Plan a first draft by generating ideas for writing such as by drawing and brainstorming; **TEKS 1.11.B** Develop drafts in oral, pictorial, or written form by (i) organizing with structure; (ii) developing an idea with specific and relevant details; **TEKS 1.12.C** Dictate or compose correspondence such as thank you notes or letters; **TEKS 1.11.E** Publish and share writing.

Activity Page 17.2



- Explain that the first thing students need to do is to state their opinion or take a stand on *Kate's Book*. This will be the first sentence of their opinion paragraph.
- Ask students to share their thoughts on *Kate's Book* with a partner. Offer the following questions as suggestions for helping students discuss the text:
 - Did you enjoy the book?
 - Which part(s) did you like most?
 - If you did not enjoy the book, which parts did you enjoy least?
- Write some or all of the ideas on the board; one student's idea may help another student develop their own ideas.
- When you feel like most students have taken a stand on *Kate's Book*, give students sentence starters for how to state their opinions and take their stands, such as "I liked/did not like *Kate's Book*" or "*Kate's Book* is fantastic and could be the best book ever!"
- Have students use Activity Page 17.2 to come up with two reasons that support their opinion of *Kate's Book*. Encourage students to use the word *because* to introduce each reason.
- Have students work in pairs. Tell students to take turns sharing what their favorite part of *Kate's Book* is, giving several reasons why. Remind students to use the linking word *because* to introduce the reasons why they liked or did not like her book.
- Quickly summarize what students have done so far: They have finished the first step in writing their own opinion paragraph—planning. To do this, they stated their opinion or took a stand and brainstormed several reasons to support their opinion.
- Tell students that next they will write a draft of their opinion paragraphs. Drafting is the second step of the writing process.

Make a Draft **TEKS 1.12.C**

- Have students turn to Activity Page 17.3.
- Explain to students that they need to transform the ideas that they brainstormed on the planning template into sentences to write on the drafting template.
- Tell students that this drafting template looks a little different than the one they used for the class opinion paragraph about the best school or class event ever, because this one is set up to help them write a letter to Kate explaining their opinion of her book.

Support

Provide oral sentence starters for stating the reasons students like or dislike *Kate's Book* (e.g., "I liked the _____ part the most because . . ." or "I liked the _____ part the least because . . .").

Activity Page 17.3



 **TEKS 1.12.C** Dictate or compose correspondence such as thank you notes or letters.

- Note that letters always begin with “Dear . . .” *Dear* is a Tricky Word that is pronounced /d/ /ee/ /r/, just like the forest animal. The /ee/ sound in *dear* is spelled ‘ea’.
- Remind students that the first line of a paragraph is always indented. Show students proper indentation for letters relative to the margin.
- Students should use their planning template on Activity Page 17.2 to help them write the letter to Kate, as the drafting template on Activity Page 17.3 only provides guidelines for writing a friendly letter. Review the following:
 - The starting sentence of their opinion paragraph should state their opinion or take their stand.
 - The second sentence should briefly describe *Kate’s Book*. The next sentences should give two reasons to support their opinion.
 - They should use the linking word *because* to introduce each reason.
 - The last sentence of the opinion paragraph is the ending sentence, which lets the reader know that the paragraph is finished. It might make a suggestion to the reader based on their opinion.
- Last, students should end the letter by writing a closing and signing their names. (You might choose a decodable closing such as *Cheers*, *Your fan*, etc., or teach students the closing *Sincerely* as a Tricky Word.)
- Direct students’ attention to the chart of Tricky Words you prepared in advance. Tell students they can reference this chart as they write if they want to include some of these words in their paragraphs.

➤ Digital Component 17.2

1. a	9. word	17. two	25. why	33. be	41. because
2. I	10. are	18. who	26. what	34. me	42. could
3. no	11. were	19. the	27. which	35. they	43. should
4. so	12. have	20. said	28. here	36. their	44. would
5. of	13. one	21. says	29. there	37. my	45. down
6. all	14. once	22. was	30. he	38. by	46. today
7. some	15. to	23. when	31. she	39. you	47. tomorrow
8. from	16. do	24. where	32. we	40. your	48. yesterday

- Also direct students’ attention to the list of sentence starters you prepared in advance. Note that students can use these to help them write their paragraph.

➤ Digital Component 17.3

Use These to Get Started

- The best book ever is . . .
- I like/do not like . . .
- This book is fun because . . .
- This book is fantastic because . . .
- Kate describes . . .
- You will like the art in this book because . . .

Small Group Work

- Divide students into small groups to draft their paragraphs.

Group 1: Ask students who are able to do so to complete the draft on their own. If students finish quickly, have them sit in pairs and read their opinion paragraphs to each other. You can also have them draw a picture to accompany their opinion paragraph or copy the draft to a clean sheet of paper.

Group 2: Have students who need more support drafting their opinion paragraph form a group. Have students write their starting sentence, and have some of them share it with the group. Students should then write a brief description of *Kate’s Book*. Instruct students to work on their reasons next, reminding them to use the linking word *because* to introduce each one. Work one-on-one if necessary. Have students check in with you before they write their ending sentence. While students are wrapping up, check in on Group 1.

- Congratulate students on having completed their drafts.
- Pointing to The Writing Process graphic, explain that they have finished the first two steps of the writing process—planning and drafting. Tell students the next step in the writing process is editing.
- Remind students that editing is what you do when you try to make a draft better.
- Tell students that you will select one student from the class to be the author of the day in the next class. The author of the day will share their draft with the class. The class will say what they like about it and also offer some suggestions for how the author might make it even better. The whole class will work on editing the student’s draft. **TEKS 1.11.E**



ENGLISH
LANGUAGE
LEARNERS

Writing

Writing

Beginning

Have students dictate their sentences to an adult.

Intermediate

Have students dictate their sentences as needed.

Advanced/Advanced High

Have students write their sentences independently.

ELPS 5.G

- Tell students to add a star next to the title of their draft if they are interested in being the author of the day and having a chance to share their opinion paragraph and gather suggestions.
- Collect the drafts.



Activity Page 17.2: Take a Stand and Tell Why (Planning Template)

Collect and review Activity Page 17.2 to evaluate students' planning of their opinion paragraphs.



Activity Page 17.3: Take a Stand and Tell Why (Drafting Template)

Collect and review Activity Page 17.3 to evaluate students' ability to transfer information from their planning template into a draft with complete sentences in an appropriate manner for their opinion paragraphs.

End Lesson

Take-Home Material

PRACTICE SPELLING ALTERNATIVES

- Have students take home Activity Page 17.4 to practice spelling alternatives with a family member.

Activity Page 17.4



Lesson 17: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLING ALTERNATIVES

Match Maker

- Make a copy of **Activity Page TR 17.1** for each pair of students.
- Turn all the cards face down. Students will alternate taking turns turning over two cards.
- Students must match the word to its picture. If the student turns over a picture card and its matching word card, and correctly reads the word, the student keeps the pair of cards. If the student does not turn over a picture card and its matching word card, or if the student does not say the word correctly, the student puts them back face down and it is the next player's turn.
- The first student to find the most matches wins.

18

WRITING

Edit an Opinion Paragraph

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will use sound-spelling patterns to write spellings for the following

- ✦ sounds: /ch/, /j/, /n/, /k/, /s/, /g/, /z/, and /m/. **TEKS 1.2.C.iii**

Language (Grammar)

Students will build simple, declarative oral sentences in response to prompts, will use adjectives and prepositions, and will write two complete sentences of at least

- ✦ five words. **TEKS 1.11.D.iv; TEKS 1.11.D.vi**

Writing

Students will use an editing checklist and the conventions of standard English to edit a classmate's opinion paragraph, and will make suggestions for revision by

- ✦ asking the author questions. **TEKS 1.11.C; TEKS 1.11.D.viii-x**

FORMATIVE ASSESSMENT

Written Response

Sound Dictation

- ✦ **TEKS 1.2.C.iii**

Written Response

Sentence Building

- ✦ **TEKS 1.11.D.iv; TEKS 1.11.D.viii-x**

- ✦ **TEKS 1.2.C.iii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS 1.11.D** Edit drafts using conventions of standard English, including: (iv) adjectives, including articles; (vi) prepositions; **TEKS 1.11.C** Revise drafts by adding details in pictures or words; **TEKS 1.11.D** Edit drafts using conventions of standard English, including: (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Sound Dictation (Phonics)	Whole Group	10 min.	<input type="checkbox"/> pencils <input type="checkbox"/> paper
Language (Grammar)			
Build Sentences	Whole Group	15 min.	<input type="checkbox"/> Starter Sentences (Digital Components) <input type="checkbox"/> pencils <input type="checkbox"/> paper
Writing			
Edit an Opinion Paragraph	Whole Group/ Partner	35 min.	<input type="checkbox"/> The Writing Process Graphic (Digital Components) <input type="checkbox"/> board/chart paper <input type="checkbox"/> Activity Page 18.1
Take-Home Material			
"The Visit"			<input type="checkbox"/> Activity Page 18.2

ADVANCE PREPARATION

Language

➤ Digital Component 18.1

- Write the two sentence starters on the board from the end of the “Building Sentences” activity, or prepare to use the digital version (Digital Component 18.1.).

Writing

- Select a student to be the author of the day from among students who volunteered for the task when they placed a star next to the title of their draft. The ideal draft will be one that is good but capable of improvement and, specifically, could be improved in one or more of the areas listed on the editing checklist (Activity Page 18.1). Before the lesson begins, please let that student know that they have been chosen to be the author of the day.
- Copy the selected student’s draft—including any errors—onto chart paper, skipping every other line to leave room for editing. You may wish to number the sentences using a different color ink. This will make it easier to refer to specific parts of the paragraph.

➤ Digital Component 16.1

- Prepare to display the enlarged version of The Writing Process graphic you created for Lesson 16, or prepare to use the digital version (Digital Component 16.1).

Lesson 18: Review Consonant Sounds

Foundational Skills



Primary Focus: Students will use sound-spelling patterns to write spellings for the following sounds: /ch/, /j/, /n/, /k/, /s/, /g/, /z/, and /m/. **TEKS 1.2.C.iii**

SOUND DICTATION

- Have students take out a piece of paper and a pencil.
- Tell students that they will practice writing the spellings of consonant sounds they studied in previous units.
- Say the sounds listed in the following box, and have students write the spellings for each sound. Tell students how many spellings to write for each sound.

1. /ch/ (2 spellings)	'ch', 'tch'	5. /s/ (2 spellings)	's', 'ss'
2. /j/ (3 spellings)	'j', 'g', 'ge'	6. /g/ (2 spellings)	'g', 'gg'
3. /n/ (2 spellings)	'n', 'nn'	7. /z/ (3 spellings)	'z', 's', 'zz'
4. /k/ (4 spellings)	'c', 'k', 'cc', 'ck'	8. /m/ (2 spellings)	'm', 'mm'



Written Response: Sound Dictation

Collect students' dictation papers to review and monitor student progress.

TEKS 1.2.C.iii Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.

Lesson 18: Grammar

Language



Primary Focus: Students will build simple, declarative oral sentences in response to prompts, will use adjectives and prepositions, and will write two complete sentences of at least five words. **TEKS 1.11.D.iv; TEKS 1.11.D.vi**

BUILD SENTENCES

- Remind students that they have been learning about different types of sentences (statements, questions, and exclamations). Tell students that they will now practice building sentences, meaning they will practice making their sentences longer and more interesting.
- Say the sentence, “Doba cooks.”
- Have students repeat the sentence.
- Tell students you will build this sentence by saying what Doba cooks. Ask students, “What does Doba cook?”
- Say a sentence to include what Doba cooks (e.g., “Doba cooks corn.”). Have students repeat the sentence.
- Ask students, “What adjective can we use to describe what type of corn Doba cooks?” Build on the sentence with an adjective describing the type of corn Doba cooks (e.g., “Doba cooks fresh corn.”). Have students repeat the sentence.
- Ask students, “Where does Doba cook the fresh corn?” Tell them you can build a sentence by describing where an action takes place. Repeat the sentence by adding a prepositional phrase (e.g., “Doba cooks fresh corn in the kitchen.”).
- Tell students that you started with a two-word sentence, “Doba cooks.” You then added to the sentence by describing what Doba cooks (corn), an adjective to describe the corn (*fresh*), and where she cooks fresh corn (in the kitchen). The sentence “Doba cooks fresh corn in the kitchen,” is much easier to imagine because of these details.
- Repeat this procedure with the following sentence starters, orally adding words like adjectives and prepositions to the sentence.

TEKS 1.11.D Edit drafts using conventions of standard English, including: (iv) adjectives, including articles; (vi) prepositions.

Note: Do not write these sentences on the board. They are meant to be used orally in this exercise. Encourage students to add words that are decodable.

1. Tim and Jane dance.
2. Dad runs.

- On the board, write this sentence: *Allen flips*.
- Have students read the sentence, and ask them what Allen flips.
- Write the new sentence on the board (e.g., *Allen flips a coin*.).
- Have students read the sentence, and ask them where he flips the coin.
- Write the new sentence on the board (e.g., *Allen flips a coin in the air*.).
- Ask students to tell you what kind of coin Allen flips (e.g., *Allen flips a silver coin in the air*.).
- Repeat this procedure with the following sentence starters. (Decodable additions have been provided.)

1. Ginger finished (the math problem in her class).
2. Sam made (a gift for his mom).

- Direct students' attention to the two starter sentences you prepared in advance.

➤ Digital Component 18.1

1. Kate found
2. Jack skipped

- Have students take out pencils and paper.
- Have them write two complete sentences, each at least five words long, about any topic (e.g., what they did last weekend or plan to do the next weekend), or use the sentence starters on display.
- Have students share their sentences. Point out when students use prepositions, adjectives, or any additional details.



ENGLISH
LANGUAGE
LEARNERS

Language

Modifying to Add Details

Beginning

Help students write sentences using familiar prepositional phrases (e.g., *at home*, *in my yard*, *at the park*).

Intermediate

Have students use more detailed prepositional phrases to write sentences (e.g., *at home with my family and friends*).

Advanced/Advanced High

Provide minimal support for open responses and encourage students to write detailed sentences.

ELPS 5.E



Written Response: Sentence Building

Collect and review students' sentence papers to monitor student progress in writing more detailed sentences using adjectives and prepositional phrases.

Lesson 18: Edit an Opinion Paragraph

Writing



Primary Focus: Students will use an editing checklist and the conventions of standard English to edit a classmate's opinion paragraph, and will make suggestions for revision by asking the author questions. **TEKS 1.11.C; TEKS 1.11.D.viii-x**

EDIT AN OPINION PARAGRAPH **TEKS 1.11.D.viii-x**

Review

- Remind students that in the previous lesson they first planned and then drafted their opinion paragraph. They planned and then wrote the draft in paragraph format on the letter template.

➤ Digital Component 16.1

- Pointing to The Writing Process graphic, explain that today they will work on the third step in writing—editing. Explain that editing is what we do when we try to make a draft better. Even professional writers do not write perfectly on the first try. They edit and rework their writing to make it better.
- Remind students that you asked them to volunteer if they wanted to be the author of the day. Explain that you chose one student's draft and that you copied it on a piece of chart paper. The class will tell the author what they like about the draft and provide a few friendly suggestions.

Presenting the Student's Draft

- Display the student's draft.
- Identify the author of the day, and invite the student to present their opinion piece by reading it aloud.
- Ask the class to give the author a round of applause: "Let's hear it for our author!"

➤ **TEKS 1.11.C** Revise drafts by adding details in pictures or words; **TEKS 1.11.D** Edit drafts using conventions of standard English, including: (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.

- Explain that you would like students to begin by telling the author something they liked about their opinion paragraph. Model this for the class first by telling the author something you liked about it.
- Invite other students to say something they liked about the opinion paragraph. Write down these positive comments on the board or on a separate piece of chart paper.

Edit the Student's Draft

- Have students turn to Activity Page 18.1, and explain to students that this is their editing checklist. It has some questions addressed to the author. The questions are things the author might want to think about to make their opinion letter even better.
- Point out that this editing checklist is similar to the ones they have used during previous writing projects. This editing checklist is specific to writing a letter.
- Pick a student to read the first question.
- Ask the class if the draft on display has a date. If so, have students make a checkmark next to that question on their editing checklist.
- Work through the remaining questions, and discuss whether the item can be checked—or whether improvements need to be made or could be made.
- Model making any changes to the draft that the class and author agree would be changes for the better.
- Use the following editing conventions when correcting the draft. Explicitly review these conventions, explaining that this is how professional writers edit their work. Explain that they will use these same conventions when they edit their own work.

Note: Review these conventions orally only, because not all of the words are decodable.

1. Cross out punctuation mistakes, and write the correct punctuation mark above the wrong one.
2. Cross out capitalization mistakes and write the correct uppercase/lowercase letter above the wrong one.
3. Write a carat (^) where a word or punctuation mark needs to be inserted.
4. Write the word or punctuation mark above the carat.
5. Correct spelling mistakes if students notice or question them. You should accept phonemically plausible spellings for spellings that students have not yet learned.

Activity Page 18.1



- If you think you have time before you have to move on to copying the draft, you can go beyond the questions that are listed on the editing checklist. For example, you can ask students if there are places where the author of the day could add details.
- You can also ask students if they have any other suggestions that would improve the author's writing. Explain to students that they should make suggestions by asking the author questions.
- Model this by using a formula like this: "Could we make the author's writing even better if we . . . ?" Using this formula, or similar phrasing, will make it clear that the author is being given suggestions for consideration rather than mandatory tasks.
- If changes are suggested, check with the author to see if they like the idea. Then make the changes on the chart paper. At this stage, two or three suggestions are probably enough.

Copy the Draft

- When you have finished editing the draft, explain that authors often want to share their writing with other people.
- Ask students, "Do you think it would be easy or difficult for someone other than the author to read this draft? Why?"
- Explain that to share the edited draft, it would have to be copied onto a clean piece of paper, incorporating all of the changes made on the draft.
- Close the discussion by thanking the author of the day once again and thanking the class for helping the author with editing their work.
- Summarize by saying that students have now gone through the three steps in the writing process. They planned their opinion paragraph by brainstorming ideas. They drafted their paragraph by writing the information from the plan onto a template in paragraph format. Finally, they edited a draft by going through an editing checklist and making changes to the draft to make it better.
- If digital resources are available, provide students with opportunities for using digital tools to publish their writing.

Note: It is strongly recommended that you allow time later in the day or during subsequent lessons or the Pausing Point for students to use the editing checklist (Activity Page 8.1) to edit, revise, and then publish their own letters to Kate.

Take-Home Material

“THE VISIT”

- Have students take home Activity Page 18.2 to practice reading with a family member.

Activity Page 18.2



Lesson 18: Foundational Skills Remediation

Additional Support

MORE HELP WITH SOUND/SPELLINGS

Match Me

- Gather **Large Letter Cards** corresponding any sound/spellings for which students need practice.
- Tell students you will either say a sound or show a letter.
- If a sound is provided, students should write the corresponding spelling on **paper**.
- If a spelling is provided, students should write the corresponding sound aloud when prompted.
- If anyone provides an incorrect answer, correct the error, and have students repeat the item.

MORE HELP WITH BUILDING SENTENCES

Write About It

- Gather a variety of **images** that may prompt students to write detailed, complete sentences.
- On the board/chart paper, write this sentence: *Jade catches*.
- Have students read the sentence, and ask them what Jade catches.
- Write the new sentence on the board/chart paper (e.g., *Jade catches the ball.*).
- Have students read the sentence, and ask them where she catches the ball.

- Write the new sentence on the board/chart paper (e.g., *Jade catches the ball on the field.*).
- Ask students to tell you what kind of ball Jade catches (e.g., Jade catches the football on the field.).
- Have students take out **pencils** and **paper**.
- Have them write at least two complete sentences, each at least five words long, about two or more of the images you gathered in advance.

SPELLING ALTERNATIVES

Review

/l/ > 'l' and 'll'

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will read words spelled with /l/ > 'l' and /l/ > 'll'. **TEKS 1.2.B.i**

Language (Grammar)

- Students will expand short, oral declarative sentences using common prepositions. **TEKS 1.11.C; TEKS 1.11.D.vi**

Reading

- Students will read "Two Good Things and One Bad Thing" with purpose and understanding, and will answer oral literal, inferential, and evaluative questions about key details in the text. **TEKS 1.4; TEKS 1.6.G**

FORMATIVE ASSESSMENT

Activity Page 19.1

Sort Words with /l/ > 'l' or 'll'

- TEKS 1.2.B.i**

Observation

- Anecdotal Reading Record** "Two Good Things and One Bad Thing" **TEKS 1.4**

Observation

- Discussion Questions** "Two Good Things and One Bad Thing" **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 1.11.C** Revise drafts by adding details in pictures or words; **TEKS 1.11.D.vi** Edit drafts using conventions of standard English, including prepositions; **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.

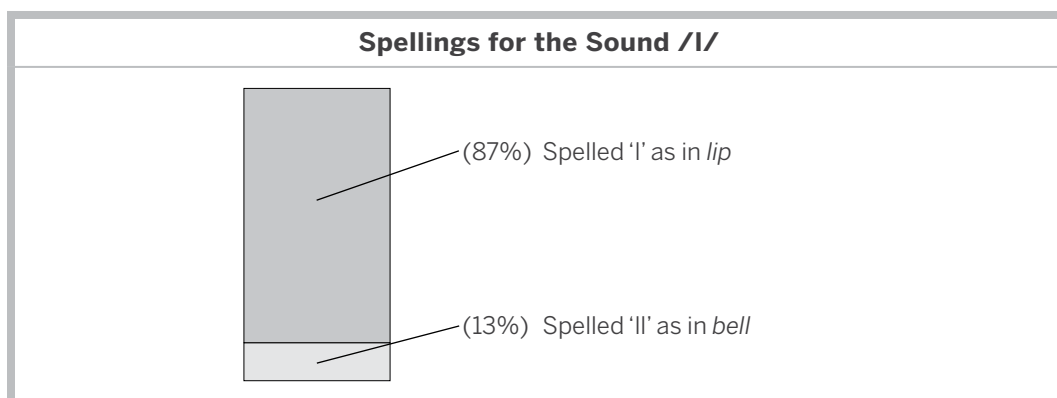
LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Sound Discrimination Game (Phonological Awareness)	Whole Group	10 min.	
Spellings for /l/ (Phonics)	Whole Group	5 min.	☐ Consonant Code Flip Book
Word Sort (Phonics)	Whole Group/ Independent	15 min.	☐ Activity Page 19.1
Language (Grammar)			
Build Sentences		10 min.	
Reading			
Introduce the Story	Whole Group	10 min.	☐ Preview Spellings Chart (Digital Components) ☐ <i>Kate's Book</i>
Read "Two Good Things and One Bad Thing"	Partner	10 min.	

ADVANCE PREPARATION

Note to Teacher

Today you will review the two important spellings for the /I/ sound: the basic code spelling 'I' as in *lip*, and the spelling alternative 'll' as in *bell*. The following chart shows how common each spelling is. Note that these numbers do not include /ə/ + /I/ spellings in words like *people* and *pupil*. These are addressed later in the sequence and consist primarily of a vowel spelling and a single 'I'.



Here are some patterns for you to be aware of:

- 'I' is almost always used at the beginning of a word (*lip, long, load*) and also in initial clusters such as *bl-*, *cl-*, *fl-*, *gl-*, *pl-*, *sl-*, and *spl-* (*blimp, clip, flop, glide, play, sleep, split*).
- 'I' is found at the end of words, after vowel sounds other than the five "short" vowel sounds (*boil, wheel, tail, curl*), or as part of a final consonant cluster such as *-ld*, *-lf*, *-lm*, *-ln*, *-lp*, *-lt*, *-lch*, *-lsh*, or *-lth* (*cold, elf, elm, kiln, help, colt, belch, Welsh, wealth*).
- 'I' is used with the separated digraph spellings (*pale, file, hole*).
- 'll' is primarily used at the end of a word or syllable, usually after one of the "short" vowel sounds (*bill, sell, fall, doll, ill*). A few exceptions include words like *llama* and *Lloyd*.
- There is no doubling pattern with /I/, as single 'I' is not often found after short vowel sounds. Words that end with /I/ tend to keep the spelling they had in the root word (*cool > cooler; sell > selling*).

Foundational Skills

- Prepare to display the Consonant Code Flip Book within view of all students. You may wish to tab page 19.

Reading

➤ Digital Component 19.1

- Create the Preview Spellings chart for Introduce the Story on the board/chart paper, or use the digital version (Digital Component 19.1).
- You may wish to tab page 19.
- Write some of the words or phrases from Additional Support in previous lessons on the board. If some pairs finish early, they can illustrate one of the words or phrases.

Universal Access

- Provide pictures for the words *lawn*, *loop*, *roots*, *ranch*, *lamp*, and *lakes*. Use motions to demonstrate the words *write*, *rubbed*, *looked* to support the Sound Discrimination Game.

Start Lesson

Lesson 19: Spelling Alternatives /l/ > 'l' and 'll' Foundational Skills



Primary Focus: Students will read words spelled with /l/ > 'l' and /l/ > 'll'.

✚ **TEKS 1.2.B.i**

SOUND DISCRIMINATION GAME (10 MIN.)

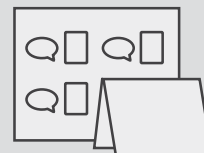
- Tell students that today they are going to review the /l/ sound as in *lip*.
- Have students say the /l/ sound several times, stretching it out.
- Ask students whether /l/ is a vowel sound or a consonant sound. (*It is a consonant sound, made with the tongue touching the roof of the mouth to obstruct airflow.*)
- Write /l/ on the board with the number 1 beside it. Tell students that when you say the /l/ sound, you want them to raise one finger.
- Write /r/ on the board with the number 2 beside it. Tell students that when you say the /r/ sound, you want them to raise two fingers.
- Practice this several times.
- Tell students that you will be reading some words that begin with either the /l/ sound or the /r/ sound. They should raise one finger for words with the /l/ sound, and two fingers for words with the /r/ sound.

Support

As a variation of this exercise, have students raise a hand when they hear the /l/ sound.

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

Code Materials



ENGLISH
LANGUAGE
LEARNERS

Foundational Skills

Using Foundational Skills

For students whose primary language is Spanish, explain that although in Spanish the letters 'll' stand for the /y/ sound, in English 'll' stands for the /l/ sound. This is the same sound that the spelling 'l' stands for, rather than a different sound as in Spanish. Have students practice.

ELPS 1.B; ELPS 2.A

Activity Page 19.1



Support

Work with individuals or a small group to support students in sorting the /l/ words. Highlight with two different colors for each of the spellings, as needed.

1. write	(/r/)	(2)	6. roots	(/r/)	(2)
2. lawn	(/l/)	(1)	7. looked	(/l/)	(1)
3. loop	(/l/)	(1)	8. ranch	(/r/)	(2)
4. wrong	(/r/)	(2)	9. lamp	(/l/)	(1)
5. rubbed	(/r/)	(2)	10. lakes	(/l/)	(1)

SPELLINGS FOR /L/ (5 MIN.)

- Tell students you will now review the spellings for /l/.
- Turn to **Consonant Code Flip Book page 19**. Point to the 'l' card, read the sample word, and discuss the length of the power bar. Write the two sample words for 'l' from the following box on the board.
- Remind students that the double-letter spelling 'rr' is also sometimes used.
- Show students the Spelling Card for 'll'. Read the sample word, and discuss the length of the power bar. Attach the Spelling Card to the page. Write the two sample words for 'll' from the following box on the board.

1. l: *large, solve*
2. ll: *still, well*

WORD SORT (15 MIN.)

- Have students turn to Activity Page 19.1.
- Explain that the words in the box contain the sound /l/ spelled 'l' or 'll'.
- Have students read the words aloud, by encouraging them to blend the sound of each letter to make the word, and then use each word in a sentence.
- As a class, underline the target spellings 'l' and 'll' in the words in the box. Then have students sort the words according to these spellings, placing each word in the appropriate column.
- When students have finished sorting the words, ask them if they see any patterns. (They may have noticed that 'l' is used at the beginning of words and 'll' is at the end of words.)

Challenge

Have students write sentences with the words.



Activity Page 19.1: Sort Words with /l/ > 'l' or 'll'

Collect and review Activity Page 19.1 to monitor students' understanding of the spelling alternatives for /l/.

Lesson 19: Grammar

Language



Primary Focus: Students will expand short, oral declarative sentences using common prepositions. **TEKS 1.11.C; TEKS 1.11.D.vi**

BUILDING SENTENCES

Note: Words like *in*, *out*, *at*, etc., are called prepositions. Students do not need to identify these words as prepositions, but rather that they are useful in building longer sentences.

- Remind students that they have practiced building sentences. One way to build a sentence is to add describing words or adjectives. Another way is to tell where something is taking place, using phrases like *in the kitchen*, *out in the school yard*, etc.
- Tell students that you will say a short sentence to them. It is a complete sentence, but you want students to add onto it to make it a longer sentence of at least five words.
- Orally build these sentences together as a class. Ask probing questions such as “What?”, “What kind?”, “Where?” etc., as needed.

1. Gad digs.
2. Sani drives.
3. Kate scratches.
4. Doba draws.

TEKS 1.11.C Revise drafts by adding details in pictures or words; **TEKS 1.11.D.vi** Edit drafts using conventions of standard English, including prepositions.

Lesson 19: “Two Good Things and One Bad Thing”

Reading



Primary Focus: Students will read “Two Good Things and One Bad Thing” with purpose and understanding, and will answer oral literal, inferential, and evaluative questions about key details in the text. **TEKS 1.4; TEKS 1.6.G**

INTRODUCE THE STORY (10 MIN.)

- Ask students to turn to the table of contents and tell you which story is after “The Bone Man.” (“*Two Good Things and One Bad Thing*”) Tell students that Kate finds out two good things and one bad thing in this story. Ask, “What did Kate and Gad talk to Ron Fitch about in the last story?” (*the bone they found*)

Preview Spellings

- Please preview the following spellings and Tricky Words before reading today’s story.
- The special Tricky Words for today’s story are *stayed*, *belongs*, and *sorry*. Please have students read and practice saying the words before reading the story.

Digital Component 19.1

/r/ > ‘wr’	/v/ > ‘ve’	/ch/ > ‘tch’	Tricky Words
wrist wrong	I’ve solved your•selves	Fitch scratch•ing	two why be•cause stayed be•longs sorr•y

Preview Core Vocabulary

- Please 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.

thrilled—adj., excited (52)

Example: I was thrilled to get a new bike!

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.

Reader



Page 52

Vocabulary Chart for “Two Good Things and One Bad Thing”

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

Purpose for Reading

- Tell students to read today’s story to find out what the two good things and one bad thing are.

READ “TWO GOOD THINGS AND ONE BAD THING” (10 MIN.)

Partner Reading

- Have students read the story with a partner.



Observation: Anecdotal Reading Record

As you listen to students read “Two Good Things and One Bad Thing,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

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.



Reading

Reading/Viewing Closely

Beginning

Rephrase questions into yes/no questions (e.g., “Can Gad and Kate keep the bone?”).

Intermediate

Provide students with sentence frames for answering the questions (e.g., “Gad and Kate can/can’t keep the bone because . . .”).

Advanced/Advanced High

Have students use key details from the text in their answers to the questions.

ELPS 4.G; ELPS 4.I

Discussion Questions for “Two Good Things and One Bad Thing”

1. **Inferential.** Why did Ron Fitch speak with Doba?
 - » In the last story, Kate and Gad took the bone to Ron Fitch to find out what kind of bone they had found. Ron Fitch called with the test results.
2. **Literal.** What kind of bone did they find?
 - » They found a raptor bone.
3. **Inferential.** Why can’t Gad and Kate keep the bone?
 - » Gad and Kate can’t keep the bone because there is a law that says you can’t dig up bones and keep them for yourself.
4. **Literal.** What is the last good thing?
 - » Kate and Gad get to name the bone.
5. **Evaluative.** What name do you think Kate and Gad will choose for the bone?
 - » Answers may vary.



Observation: Discussion Questions

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

End Lesson

Lesson 19: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLING ALTERNATIVES FOR /L/

Spelling Practice

- Use the words listed below to contrast the spellings of /l/.
- Say the first word listed and have students write it on **dry-erase boards**.
- Have students hold up their dry-erase boards as you review the correct spelling.

- | | |
|------------|------------|
| 1. lunge | 7. bell |
| 2. spilled | 8. lost |
| 3. last | 9. file |
| 4. well | 10. filled |
| 5. still | 11. flash |
| 6. mule | 12. land |

MORE HELP WITH BUILDING SENTENCES

Build Sentences

- Tell students that you will say a short sentence to them. It is a complete sentence, but you want students to add onto it to make it a longer sentence of at least five words.
- Orally build these sentences together. Ask probing questions such as “What?”, “What kind?”, “Where?”, etc., as needed.

1. Kate writes.
2. Shawn plays.
3. Tess sings.
4. Sage holds.

REVIEW AND PRACTICE

Spelling Assessment; Tricky Words

PRIMARY FOCUS OF LESSON

Language (Spelling)

Students will spell dictated one- and two-syllable words with /t/ > 't' and 'tt'; /d/ > 'd', 'dd', and 'ed'; and /f/ > 'ff' and the Tricky Word was.

✦ **TEKS 1.2.C.iii** **TEKS 1.11.D.x**

Foundational Skills

✦ Students will review and read previously taught Tricky Words. **TEKS 1.2.B.vi**

Language (Grammar)

✦ Students will generate adjectives for nouns found in *Kate's Book*. **TEKS 1.11.D.iv**

Reading

Students will reread "Two Good Things and One Bad Thing" with increased accuracy, appropriate rate, and expression, and will write short answers to

✦ written questions about key details in the text. **TEKS 1.4; TEKS 1.7.C**

FORMATIVE ASSESSMENT

Activity Page 20.1

Spelling Assessment

✦ **TEKS 1.2.C.iii**

Observation

Anecdotal Reading Record "Two Good Things

✦ and One Bad Thing" **TEKS 1.4**

Activity Page 20.2

Story Questions "Two Good Things and One

✦ Bad Thing" **TEKS 1.7.C**

✦ **TEKS 1.2.C.iii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS 1.11.D.x** Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; **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 1.11.D.iv** Edit drafts using conventions of standard English, including adjectives, including articles; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Spelling)			
Spelling Assessment	Whole Group	15 min.	<input type="checkbox"/> Activity Page 20.1
Foundational Skills			
Tricky Word Review (Word Recognition)	Whole Group	5 min.	<input type="checkbox"/> Tricky Word cards
Wiggle Cards (Phonics)	Whole Group	5 min.	<input type="checkbox"/> Wiggle Cards
Language (Grammar)			
Review Adjectives	Whole Group	10 min.	
Reading			
Review the Story	Whole Group	5 min.	<input type="checkbox"/> <i>Kate's Book</i> <input type="checkbox"/> Activity Page 20.2
Reread "Two Good Things and One Bad Thing"	Partner	20 min.	
Take-Home Material			
"The Hike"			<input type="checkbox"/> Activity Page 20.3

ADVANCE PREPARATION

Foundational Skills

- Gather Wiggle Cards to use for a quick break. You may use Wiggle Cards from previous units, as well as the ones provided for this lesson. Write the following decodable sentences on cards or sentence strips large enough for students to be able to easily read them.

1. Switch on a lamp.
2. Be in charge.
3. Scratch your hand.
4. Stretch your arm.
5. Pinch your nose.
6. Smell a batch of sweets.
7. Plunge into a pool.
8. Lunge and stretch.

Reading

- Write some of the words or phrases from Additional Support in previous lessons on the board. If some pairs finish early, they can illustrate one of the words or phrases.

Start Lesson

Lesson 20: Spelling

Language



Primary Focus: Students will spell dictated one- and two-syllable words with /t/ > 't' and 'tt'; /d/ > 'd', 'dd', and 'ed'; and /f/ > 'ff', and the Tricky Word was.

TEKS 1.2.C.iii; TEKS 1.11.D.x

SPELLING ASSESSMENT

- Have students turn to Activity Page 20.1. As a class, write the date on the activity page under the name line.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write down the word.
- Repeat this procedure with each of the remaining words.
- At the end, go back through the list and read each spelling word one more time.

TEKS 1.2.C.iii Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS 1.11.D.x** Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.

Activity Page 20.1



- | | |
|------------|-----------|
| 1. trucker | 5. kitten |
| 2. planned | 6. duck |
| 3. add | 7. parked |
| 4. was | 8. offer |

- After all the words have been called out, tell students that you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, and writing the correct spelling next to it.



Activity Page 20.1: Spelling Assessment

At a later time, use the Lesson 20 analysis chart and directions provided in Teacher Resources to analyze students' mistakes. This will help you understand any patterns that are beginning to develop or that are persistent among individual students.

Lesson 20: Tricky Word Review

Foundational Skills



Primary Focus: Students will review and read previously taught Tricky Words.

TEKS 1.2.B.vi

TRICKY WORD PRACTICE (5 MIN.)

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

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.

WIGGLE CARDS (5 MIN.)

- Choose a number of Wiggle Cards. Show them to students, and have them act out the action.

Lesson 20: Grammar

Language



Primary Focus: Students will generate adjectives for nouns found in *Kate's Book*.

 **TEKS 1.11.D.iv**

REVIEW ADJECTIVES

- Remind students that in Unit 4, they learned about and used describing words or adjectives in their writing. Explain that by using adjectives when you talk and write, you can provide a vivid, interesting description of things for other people.
- Remind students that they practiced coming up with adjectives by thinking about their five senses, describing how things look, smell, taste, sound, and feel.
- Tell students that you will give them nouns from *Kate's Book* and they will provide you with adjectives to describe them. Students should also explain why they choose that adjective. For example, a student may say that Gad is nice because he shared his hot dog with Kate.
- Give students the following nouns orally from *Kate's Book*: *Doba, Kate, Gad, Sani, raptor, the Southwest, cave, coin*.



**ENGLISH
LANGUAGE
LEARNERS**

Language

Using Nouns and Noun Phrases

Beginning

Provide a word bank of familiar, decodable adjectives (e.g., *nice, fun, big, cool, loud*).

Intermediate

Encourage students to use less familiar adjectives (e.g., *foul, grand, eldest*).

Advanced/Advanced High

Encourage students to use more challenging adjectives and multiple adjectives for the same noun.

ELPS 3.D

 **TEKS 1.11.D.iv** Edit drafts using conventions of standard English, including adjectives, including articles.

**Beginning**

Have students dictate their short answers to an adult.

Intermediate

Have students dictate their short answers as needed.

Advanced/Advanced High

Have students write their short answers independently.

ELPS 5.G**Lesson 20: “Two Good Things and One Bad Thing”**

Reading



Primary Focus: Students will reread “Two Good Things and One Bad Thing” with increased accuracy, appropriate rate, and expression, and will write short answers to written questions about key details in the text. **TEKS 1.4; TEKS 1.7.C**

REVIEW THE STORY (5 MIN.)

- Tell students they will reread “Two Good Things and One Bad Thing” with a partner.
- Briefly review what happened in the story.

REREAD “TWO GOOD THINGS AND ONE BAD THING” (20 MIN.)**Partner Reading**

- Have students reread “Two Good Things and One Bad Thing” with a partner.
- Then have them complete Activity Page 20.2. Encourage students to reread the story to find the answers to the questions and to write the page numbers where they find the answers.

**Observation: Anecdotal Reading Record**

As you listen to students read “Two Good Things and One Bad Thing,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

- Review Activity Page 20.2 as a class.

TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response.



Activity Page 20.2: Story Questions

Collect and review Activity Page 20.2 to monitor students' understanding of "Two Good Things and One Bad Thing."

End Lesson

Take-Home Material

"THE HIKE"

- Have students take home Activity Page 20.3 to practice reading with a family member.

Activity Page 20.3



Lesson 20: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

Race to the Top

- Provide each student with a Race to the Top Game Board (**Activity Page TR 9.1**) and a **game piece** (e.g., different-colored cubes, various coins, odd-shaped buttons, etc.).
- Have students take out the **index cards** they made for previously taught Tricky Words.
- Place cards in a facedown pile. As cards are drawn, the word is shown to the opposing player to be read. For correct answers, students move up a rung; for incorrect answers, students fall down a rung. First one who gets to the top wins.

MORE HELP WITH ADJECTIVES

- Have students turn to a chapter in ***Kate's Book***. You may wish to select the chapter, so all students use the same one, or have students select one on their own.
- Have students reread the chapter looking for nouns. Have them make a list of nouns on **paper**.
- Then, pair students to exchange noun lists and come up with adjectives to describe the nouns listed by their partner.
- When students have finished, have them share their noun/adjective lists.

REVIEW

Review and Practice

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will write spellings for the following sounds: /ch/, /m/, /j/, /n/, /k/, /s/, /g/, and /z/. **TEKS 1.2.C.iii**

Students will orally segment and blend two-syllable words with up to seven phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Students will read and write two-syllable words composed of the inflected endings *-ing* and *-ed*, r-controlled vowels, /ch/ > 'tch', and /j/ > 'g'.

TEKS 1.2.B.iii; TEKS 1.2.B.v

Reading

Students will read "The Big Dig" with purpose and understanding, will answer written multiple-choice questions about the story, and will answer oral literal, inferential, and evaluative questions about key details in the text.

TEKS 1.4; TEKS 1.7.C

FORMATIVE ASSESSMENT

Written Response

Activity Page 21.1

Observation

Observation

Activity Page 21.2

Sound Dictation

TEKS 1.2.C.iii

Fill In the Blanks: Sound/Spellings Review

TEKS 1.2.B.iii; TEKS 1.2.B.v

Anecdotal Reading Record "The Big Dig"

TEKS 1.4

Discussion Questions "The Big Dig"

TEKS 1.7.C

Story Questions "The Big Dig"

TEKS 1.7.C

TEKS 1.2.C.iii Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **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; **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; (v) decoding words with inflectional endings including *-ed*, *-s*, and *-es*; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Sound Dictation (Phonics)	Whole Group	10 min.	<input type="checkbox"/> pencils <input type="checkbox"/> paper
Segment and Blend Two-Syllable Words (Phonological Awareness and Phonics)	Whole Group	5 min.	
Practice (Phonics)	Independent	20 min.	<input type="checkbox"/> Activity Page 21.1
Reading			
Introduce the Story	Whole Group	10 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "The Big Dig"	Partner	15 min.	<input type="checkbox"/> <i>Kate's Book</i> <input type="checkbox"/> Activity Page 21.2
Take-Home Material			
Practice Spelling Alternatives			<input type="checkbox"/> Activity Page 21.3

ADVANCE PREPARATION

Reading

➤ Digital Component 21.1

- Create the Preview Spellings chart for Introduce the Story on the board/chart paper, or use the digital version (Digital Component 21.1).
- Plan student pairs for the Reading lesson.

Universal Access

- Provide pictures for the words *garden*, *attic*, *goldfish*, *mopping*, *darkness*, and *sweeter* to support students during Segment and Blend Two-Syllable Words.

Start Lesson

Lesson 21: Review

Foundational Skills



Primary Focus

Students will write spellings for the following sounds: /ch/, /m/, /j/, /n/, /k/, /s/, /g/, and /z/. **TEKS 1.2.C.iii**



Students will orally segment and blend two-syllable words with up to seven phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**



Students will read and write two-syllable words composed of the inflected endings *-ing* and *-ed*, r-controlled vowels, /ch/ > 'tch', and /j/ > 'g'.



TEKS 1.2.B.iii; TEKS 1.2.B.v

SOUND DICTATION (10 MIN.)

- Have students take out a piece of paper and a pencil.
- Tell students that they will practice writing the spellings of consonant sounds they studied in previous units.
- Say the sounds listed in the following box, and have students write the spellings for each sound. Tell students how many spellings to write for each sound.



TEKS 1.2.C.iii Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **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; **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; (v) decoding words with inflectional endings including *-ed*, *-s*, and *-es*.

1. /ch/ (2 spellings) 'ch', 'tch'
2. /m/ (2 spellings) 'm', 'mm'
3. /j/ (3 spellings) 'j', 'g', 'ge'
4. /n/ (2 spellings) 'n', 'nn'
5. /k/ (4 spellings) 'c', 'k', 'cc', 'ck'
6. /s/ (2 spellings) 's', 'ss'
7. /g/ (2 spellings) 'g', 'gg'
8. /z/ (3 spellings) 'z', 's', 'zz'



Written Response: Sound Dictation

Collect students' dictation papers to review and monitor student progress.

SEGMENT AND BLEND TWO-SYLLABLE WORDS (5 MIN.)

- Say the first word from the following box, *garden*. Ask students to tell you how many syllables there are. Remind students that every syllable has a vowel sound; clap the number of syllables, if necessary.
- Repeat the word *weekday*, pausing slightly between the syllables.
- Now say the first syllable in a segmented fashion, marking each sound with a finger tap, beginning with a thumb-forefinger tap (/g/ /ar/).
- Say the second syllable in a segmented fashion, returning to the thumb-forefinger tap for the first sound (/d/ /e/ /n/).
- Say the blended word while making a fist.
- Have students repeat the entire segmenting and blending process after you.
- Continue this process with the remaining words. Point out whether the word is a compound word, a root word with a suffix, or a word where the individual syllables cannot stand alone as separate words.
- You may also have students provide you with two-syllable words to segment and blend. If the words are decodable, write them on the board.



1. gar•den (2+3) /g/ /ar/ • /d/ /e/ /n/
2. att•ic (2+2) /a/ /t/ • /i/ /k/
3. gold•fish (4+3) /g/ /oe/ /l/ /d/ • /f/ /i/ /sh/
4. mopp•ing (3+2) /m/ /o/ /p/ • /i/ /ng/
5. *dark•ness (3+3) /d/ /ar/ /k/ • /n/ /e/ /s/
6. *sweet•er (4+1) /s/ /w/ /ee/ /t/ • /er/

*Have students provide the spellings for these words, syllable by syllable, as you write the words on the board.

PRACTICE (20 MIN.)

- Have students turn to Activity Page 21.1.
- Tell students that each sentence on this activity page has a blank with two word choices. They should read the sentences and choose the word that makes the most sense.
- Complete the first few sentences as a class. If students seem ready, have them complete the activity page on their own or with a partner.



Activity Page 21.1: Fill in the Blanks Sound/Spellings Review

Collect and review Activity Page 21.1 to monitor students' understanding of the sound spellings used.

Activity Page 21.1



Support

Read some of the sentences with expression, using both words to help students identify the correct word to write in the blank. As students gain understanding, have them try to complete some of the statements independently.

Lesson 21: “The Big Dig”

Reading



Primary Focus: Students will read “The Big Dig” with purpose and understanding, will answer written multiple-choice questions about the story, and will answer oral literal, inferential, and evaluative questions about key details in the text.

✚ **TEKS 1.4; TEKS 1.7.C**

INTRODUCE THE STORY (10 MIN.)

- Ask students to tell you the two good things and one bad thing Doba told Kate in the last story. Review that they learned the bone is from a raptor and that Kate and Gad get to name it. The bad thing is that Gad and Kate cannot keep the bone because it is against the law. Ask students, “Based on the title, what do you think is going to happen in today’s story?”

Previewing the Spellings

- Please preview the following spellings before reading today’s story.

➤ Digital Component 21.1

/r/ > ‘wr’	/v/ > ‘ve’	/j/ > ‘ge’	Other Two-Syllable Words	Tricky Words
wrap	we’ve	large	digg•ing	no
	I’ve	charge	help•ers	once
			fin•ished	

Preview Core Vocabulary

- Please preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of these words, as necessary.

expose—v., to reveal or uncover something (56)

Example: I lifted the rock to expose the big bug.

site—n., a place (56)

Example: This is the site where we will camp.

✚ **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response.

Reader



Page 56

plaster—n., a wet material that hardens when it dries and can protect things, such as bones (56)

Example: When I broke my arm, I got a cast made of plaster.

lab—n., a place where science experiments and research take place (56)

Example: My dad works in a lab.

picks—n., tools with very sharp ends that can break away at rocks (58)

Example: We used picks on our dinosaur hunt.

Vocabulary Chart for “The Big Dig”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		expose site plaster	
Multiple-Meaning Core Vocabulary Words	lab	picks	
Sayings and Phrases			

Purpose for Reading

- Tell students to read today’s story to find out how the big dig goes at the site where Kate and Gad discovered a raptor bone. When they are finished, they should complete Activity Page 21.2. Encourage students to look back at the story to find their answers.

READ “THE BIG DIG” (15 MIN.)

Partner Reading

- Have students read “The Big Dig” with a partner. Then have them complete Activity Page 21.2.



Observation: Anecdotal Reading Record

As you listen to students read “The Big Dig,” make notes regarding their individual reading ability in the Anecdotal Reading Record.



Activity Page 21.2





Reading

Reading Closely

Beginning

Rephrase questions as yes/no questions (e.g., “Will it take a long time for the bone man and others to finish all of their work?”).

Intermediate

Provide students with sentence starters for answering questions (e.g., “It will take the bone man and others a long time to finish all of their work because . . .”).

Advanced/Advanced High

Encourage students to use key details from the text to support their answers and expand upon those of their classmates.

ELPS 4.G; ELPS 4.I

Wrap-Up

- Review Activity Page 21.2. 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.

Discussion Questions for “The Big Dig”

1. **Literal.** Who is the narrator telling the story?
 - » Kate is the narrator telling the story.
2. **Inferential.** Why were the helpers scraping the side of the cliff?
 - » The helpers were scraping the side of the cliff in order to dig out more raptor bones.
3. **Literal.** What steps will the bone man and his helpers take to get the raptor bones out from the cliff?
 - » The bone man and his helpers will cut the cliff into large blocks of rocks, wrap the blocks in plaster, lift the blocks with a crane to place on a truck, and then drive the blocks to the bone man’s lab.
4. **Evaluative.** The bone man says it will take a long time to finish all of their work. Why do you think it might take such a long time?
 - » Answers may vary.
5. **Literal.** What did Kate decide to name the raptor?
 - » She decided to name it Gad.



Observation: Discussion Questions

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



Activity Page 21.2: Story Questions

Collect and review Activity Page 21.2 to monitor students’ understanding of “The Big Dig.”

Take-Home Material

PRACTICE SPELLING ALTERNATIVES

- Have students take home Activity Page 21.3 to practice with a family member.

Activity Page 21.3



Lesson 21: Foundational Skills Remediation

Additional Support

MORE HELP SEGMENTING AND BLENDING TWO-SYLLABLE WORDS

- Look at each word in the following box and notice where they are marked with a syllable divider.
- Say the first word from the box, *trooper*, and ask students to tell you how many syllables there are. Remind students that every syllable has a vowel sound; clap the number of syllables, if necessary.
- Repeat the word *trooper*, pausing slightly between the syllables.
- Now say the first syllable in a segmented fashion, marking each sound with a finger tap, beginning with a thumb-forefinger tap (/t/ /r/ /oo/ /p/).
- Say the second syllable in a segmented fashion, returning to the thumb-forefinger tap for the first sound (/er/).
- Say the blended word while making a fist.
- Have students repeat the entire segmenting and blending process after you.
- Continue this process with the remaining words. Point out whether the word is a compound word, a root word with a suffix, or a word where the individual syllables cannot stand alone as separate words.



1. troop•er (4+1) /t/ /r/ /oo/ /p/ • /er/
2. attic (2+2) /a/ /t/ • /i/ /k/
3. west•ern (4+2) /w/ /e/ /s/ /t/ • /er/ /n/
4. sun•shine (3+3) /s/ /u/ /n/ • /sh/ /ie/ /n/
5. *grant•ed (5+2) /g/ /r/ /a/ /n/ /t/ • /e/ /d/
6. *feel•ings (3+3) /f/ /ee/ /l/ • /i/ /ng/ /z/

*Have students provide the spellings for these words, syllable by syllable, as you write the words on the board.

UNIT ASSESSMENT

Word Recognition; Grammar

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will hear one- and two-syllable words that feature previously taught sound/spellings, and choose the corresponding written word.

✦ **TEKS 1.2.B.ii; TEKS 1.2.B.iii**

Language (Grammar)

Students will identify common and proper nouns in written sentences, will write end punctuation for written sentences, will expand printed sentences by adding prepositional phrases and adjectives, will add the inflectional ending *-s* or *-es* to the end of plural nouns, and will add the inflectional endings *-ed* and *-ing* to root words, doubling the final consonant when necessary.

✦ **TEKS 1.11.D.iii; TEKS 1.11.D.iv; TEKS 1.11.D.vi; TEKS 1.11.D.ix**

Reading

Students will read “The Scoop” with purpose and understanding, will answer written multiple-choice questions about the story, and will answer oral literal and inferential questions about key details in the text.

✦ **TEKS 1.4; TEKS 1.7.C**

FORMATIVE ASSESSMENT

Activity Page 22.1

Word Recognition Assessment

✦ **TEKS 1.2.B.ii; TEKS 1.2.B.iii**

Activity Page 22.2

Grammar Assessment

✦ **TEKS 1.11.D.iii; TEKS 1.11.D.iv; TEKS 1.11.D.vi; TEKS 1.11.D.ix**

Observation

Anecdotal Reading Record “The Scoop”

✦ **TEKS 1.4**

Observation

Discussion Questions “The Scoop”

✦ **TEKS 1.7.C**

Activity Page 22.3


Story Questions “The Scoop”

✦ **TEKS 1.7.C**

✦ **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) 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			
Word Recognition Assessment (Phonics)	Whole Group	20 min.	☐ Activity Page 22.1
Language (Grammar)			
Grammar Assessment	Whole Group	20 min.	☐ Activity Page 22.2
Reading			
Introduce the Story	Whole Group	10 min.	☐ Preview Spellings Chart (Digital Components)
Read “The Scoop”	Partner	10 min.	☐ <i>Kate’s Book</i> ☐ Activity Page 22.3

 **TEKS 1.11.D** Edit drafts using conventions of standard English, including (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (vi) prepositions; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response.

ADVANCE PREPARATION

Note to Teacher

Today you will administer the Unit 5 assessments. The first assessment is a Word Recognition Assessment that targets the sound/spelling correspondences taught in Unit 5. The second part is a Grammar Assessment. Please note that if students appear too tired or unable to concentrate after the first assessment, you may choose to read “The Scoop” as a class for the remainder of the lesson, and complete the Grammar Assessment the next day.

Refer to the Word Recognition Analysis Directions and Class Record and the Grammar Assessment Analysis Directions, found in Teacher Resources. If a student makes more than one error for any single sound/spelling on the Word Recognition Assessment, their mastery of this spelling should be called into question.

Reading

➤ Digital Component 22.1

- Create the Preview Spellings chart for Introduce the Story on the board/chart paper, or use the digital version (Digital Component 22.1).

Start Lesson

Lesson 22: Word Recognition Assessment

Foundational Skills



Primary Focus: Students will hear one- and two-syllable words that feature previously taught sound/spellings, and choose the corresponding written

word. **TEKS 1.2.B.ii; TEKS 1.2.B.iii**

WORD RECOGNITION ASSESSMENT (20 MIN.)

Administration

- Have students turn to Activity Page 22.1.
- Tell students that for this activity, they must listen very carefully to you. For each number, you will say one word. They must find that word in the row and circle it.
- Say to students, “Find the first row of words. Listen carefully to this word: *switch*. I will say the word again: *switch*. Now find the word that you heard and circle it.” You may repeat the word up to three times.

➤ **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

Activity Page 22.1



Support

Some students may find it helpful to use an index card or blank piece of paper to track each row so they can better focus on the choices in each row.

- Proceed with the rest of the words listed below, repeating each word at least twice, but not more than three times.

- | | | |
|------------|--------------|------------|
| 1. switch | 6. digit | 11. carve |
| 2. catch | 7. plunge | 12. twelve |
| 3. stretch | 8. challenge | 13. write |
| 4. gem | 9. large | 14. wrap |
| 5. ginger | 10. solve | 15. wrist |

Scoring and Analysis

- Collect the activity pages. Use the Word Recognition Assessment Analysis Directions and Class Record in Teacher Resources to record and analyze student responses.
- If you have students who score below 12 out of 15 on this assessment, they may need more practice to master the sound/spelling correspondences taught in this unit. Refer to the Pausing Point for remedial material.

Lesson 22: Grammar Assessment

Language



Primary Focus: Students will identify common and proper nouns in written sentences, will write end punctuation for written sentences, will expand printed sentences by adding prepositional phrases and adjectives, will add the inflectional ending *-s* or *-es* to the end of plural nouns, and will add the inflectional endings *-ed* and *-ing* to root words, doubling the final consonant when necessary. **TEKS 1.11.D.iii; TEKS 1.11.D.iv; TEKS 1.11.D.vi; TEKS 1.11.D.ix**

GRAMMAR ASSESSMENT

Administration

- Have students turn to Activity Page 22.2. Tell students that in the first part, they are to read the sentence, circle the nouns, and underline the verbs with a squiggly line.
- In the second part, students are to write a question mark, period, or exclamation point, depending on the type of sentence.

TEKS 1.11.D Edit drafts using conventions of standard English, including (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (vi) prepositions; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences.



- In the third part, students should expand each sentence. Remind students that they can build sentences by including an adjective to describe the noun in each sentence and by telling where something takes place. Students should write their expanded sentence on the handwriting guidelines.
- In the last part, students are to provide the plural form of each noun. They will also write the past-tense and *-ing* form of each verb.

Scoring and Analysis

- Collect the activity pages. Use the Grammar Assessment Analysis Directions and Class Record in Teacher Resources to analyze student responses.
- If you have students who miss more than one item in a particular part, they may need more practice to master the grammar skills taught in this unit. Refer to the Pausing Point for remedial material.

Lesson 22: “The Scoop” Reading



Primary Focus: Students will read “The Scoop” with purpose and understanding, will answer written multiple-choice questions about the story, and will answer oral literal and inferential questions about key details in the text.

TEKS 1.4; TEKS 1.7.C

INTRODUCE THE STORY (10 MIN.)

- Tell students that today’s title is “The Scoop.” Share with students that if a news reporter says they have a “scoop,” that means they are the first to have the details about a news story.

Preview Spellings

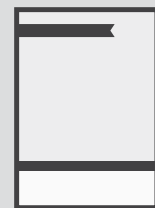
- Please preview the following spellings and Tricky Words before reading today’s story.

➤ Digital Component 22.1

/j/ > ‘g’	Other Two-Syllable	Tricky Words
charg•ing	start•ed	what’s
Rog•er	un•der	where

TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response.

Reader



Page 62

Preview Core Vocabulary

- Please 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.

charging—v., approaching quickly (62)

Example: The dog came charging toward us.

shoot—v., to take a video or picture of something (62)

Example: Point the camera and shoot.

mike—n., short for *microphone* (64)

Example: I got to use the mike when I sang.

Sayings and Phrases

get a close-up—to take video or a picture very close to someone/something (68)

Example: I took a close-up of my mom.

Vocabulary Chart for "The Scoop"

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			mike
Multiple-Meaning Core Vocabulary Words		charging shoot	
Sayings and Phrases	get a close-up		

Activity Page 22.3



Purpose for Reading

- Tell students to read today's story to find out what happens when someone gets "a scoop." Also, encourage students to use context clues to figure out what *muttered* means. When they are finished, they should complete Activity Page 22.3.

READ "THE SCOOP" (10 MIN.)

Partner Reading

- Have students read "The Scoop" with a partner. Then have them complete Activity Page 22.3.



Observation: Anecdotal Reading Record

As you listen to students read “The Scoop,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

- Review Activity Page 22.3. Use the following questions to guide discussion about the story. Remember to encourage students to answer in complete sentences. When students answer a question, ask them to cite the part of the story that guided their answer.

Discussion Questions for “The Scoop”

1. **Literal.** What was the “big scoop”?
 - » The “big scoop” was that Kate and Gad discovered a raptor bone.
2. **Inferential.** What does the word *muttered* mean? How do you know?
 - » *Muttered* means to have said something in a nervous, quiet way. Students should share that Gad was scared and he jumped back from the mike, so they knew he was feeling a little shy and overwhelmed with the interview.
3. **Literal.** What other questions did the man ask Kate and Gad?
 - » He asked them if they knew it was a bone when they saw it, what they used to dig it out, and if he could get a close-up of them holding forks.



Observation: Discussion Questions

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



ENGLISH
LANGUAGE
LEARNERS

Language

Selecting Language Resources

Beginning

Rephrase questions as yes/no questions (e.g., “Does *muttered* mean to have said something in a clear, confident way?”).

Intermediate

Provide students with sentence starters for answering questions (e.g., “I know that *muttered* means _____ because . . .”).

Advanced/Advanced High

Encourage students to use key details from the text to support their answers and expand upon those of their classmates.

ELPS 3.B; ELPS 4.1



Activity Page 22.3: Story Questions

Collect and review Activity Page 22.3 to monitor students' understanding of "The Scoop."

End Lesson

Pausing Point

This is the end of Unit 5. You should pause here and spend additional time (two or three days) reviewing the material taught in Unit 5 as needed. Students can do any combination of the exercises listed here, in any order, but it is suggested that you continue the Warm-Up exercises. The exercises are listed here as unit objectives. 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 practice with different objectives. It can be helpful to have students focus on specific exercises in small groups.

PAUSING POINT TOPIC GUIDE

Recognize and Isolate Sounds Taught in Unit 5

Segment and Blend Two-Syllable Words	Additional Support Lessons 1, 7, 20
How Many Sounds?	Page 260
Match Me	Additional Support Lesson 3, 18

More Help with Similar Sounds

Sister Sounds	Additional Support Lesson 12; Page 260
Find Words with the Same Initial Sounds	Page 260
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More Help with Spelling Alternatives

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Choose the Right Word	Page 270
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Spelling Alternatives for /f/	Additional Support Lesson 13
Spelling Alternatives for /v/	Additional Support Lesson 14
Spelling Alternatives for /r/	Additional Support Lesson 16

Spelling Alternatives for /l/ Additional Support
Lesson 19

More Help with Tricky Spellings

Tricky Spelling 'g' Additional Support
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More Help with Statements, Questions, and Exclamations

Write Statements, Questions,
and Exclamations Page 277

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More Help with Sentences

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Sentence Strips Page 278

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Build Sentences Additional Support
Lesson 19

More Help with Tricky Words

Tricky Word Practice Page 278

Tricky Word Match Maker Page 279

Race to the Top Additional Support
Lesson 20

More Help with Reading

Wiggle Cards Page 280

Read Decodable Stories Page 280

Take-Home Stories Page 281

Answer Story Questions in Writing Page 281

Silly Voices Additional Support
Lesson 9

RECOGNIZE AND ISOLATE SOUNDS TAUGHT IN UNIT 5

Activity Page PP.1



How Many Sounds?

- Have students complete Activity Page PP.1 (both sides).

MORE HELP WITH SIMILAR SOUNDS

Sister Sounds

- See Lesson 3 for /p/ and /b/ and Lesson 12 for /t/ and /d/.
- Create your own word pairs to contrast the sister sounds /k/—/g/, /ch/—/j/, and /f/—/v/.

Find Words with the Same Initial Sounds

- Prepare the pictures for this exercise, enlarging them if possible, and cut them out.
- Choose the pictures that start with /k/ and /g/. (See following table.)
- Mix up the pictures, and tell students that some of the things in the pictures begin with the sound /k/ and some of them begin with the sister sound /g/.
- Show the first picture, and ask a student to name it.
- Repeat the name, emphasizing the initial sound. Have the class do the same.
- Once all of the pictures have been identified, show two pictures at a time, and ask students to name them.
- Ask students whether the words begin with the same sound or different sounds.
- Have students identify the initial sound in each word and sort them into two piles—one for pictures with /k/ and one for pictures with /g/.
- Repeat with the pictures for /l/ and /r/, and /t/ and /d/.

/k/:

1. cake
2. cat
3. car
4. kite
5. candle
6. key

/g/:

1. gloves
2. girl
3. grass
4. grapes
5. guitar
6. goat

/l/:

1. lamb
2. lips
3. ladder
4. ladybug
5. lantern/lamp
6. leaf

/r/:

1. raccoon
2. racket
3. raven
4. reindeer
5. ring
6. rocket

/t/:

1. table
2. two
3. toes
4. tiger
5. toaster
6. teeth

/d/:

1. dog
2. doll
3. door
4. doughnut
5. dress
6. deer

- Find pictures for the sister sounds /p/—/b/, /ch/—/j/, and /f/—/v/, and repeat the procedure.

Minimal Pairs

- See Lesson 14 for /f/ and /v/.
- Use the following minimal pairs for the following sound pairs /p/—/b/, /k/—/g/, /ch/—/j/, /t/—/d/, and /l/—/r/.

Minimal Pairs for /p/ and /b/:

- | | |
|--------------|----------------|
| 1. pat—bat | 6. park—bark |
| 2. puck—buck | 7. path—bath |
| 3. pack—back | 8. peach—beach |
| 4. pair—bear | 9. peek—beak |
| 5. pang—bang | 10. pig—big |

Minimal Pairs for /k/ and /g/:

- | | |
|---------------|----------------|
| 1. cap—gap | 6. class—glass |
| 2. came—game | 7. coal—goal |
| 3. card—guard | 8. coat—goat |
| 4. cash—gash | 9. cold—gold |
| 5. cave—gave | 10. curl—girl |

Minimal Pairs for /ch/ and /j/:

1. chain—Jane
2. chest—jest
3. chill—Jill
4. chunk—junk
5. chug—jug

Minimal Pairs for /t/ and /d/:

- | | |
|--------------|----------------|
| 1. tip—dip | 6. tear—dear |
| 2. tale—dale | 7. tell—dell |
| 3. tame—dame | 8. tense—dense |
| 4. tart—dart | 9. tent—dent |
| 5. teal—deal | 10. time—dime |

Minimal Pairs for /l/ and /r/:

- | | |
|--------------|-----------------|
| 1. lake—rake | 6. lead—read |
| 2. lack—rack | 7. leak—reek |
| 3. lamp—ramp | 8. leap—reap |
| 4. late—rate | 9. led—red |
| 5. law—raw | 10. light—right |

Sound Sorts

- Gather a number of objects or pictures of objects that contain either of two target sounds (e.g., /p/—/b/, /k/—/g/, /ch/—/j/, /t/—/d/, /f/—/v/, /l/—/r/).
- Label two boxes with the target sounds (e.g., /p/ and /b/).
- Ask students to say the name of each object or picture, and ask them if it contains the /p/ sound or /b/ sound.
- Have students place the objects or pictures in the appropriate boxes.

MORE HELP WITH SPELLING ALTERNATIVES

Sound/Spelling Review with Code Flip Books

- There are many ways to use the Code Flip Books for review. Here are some ideas:

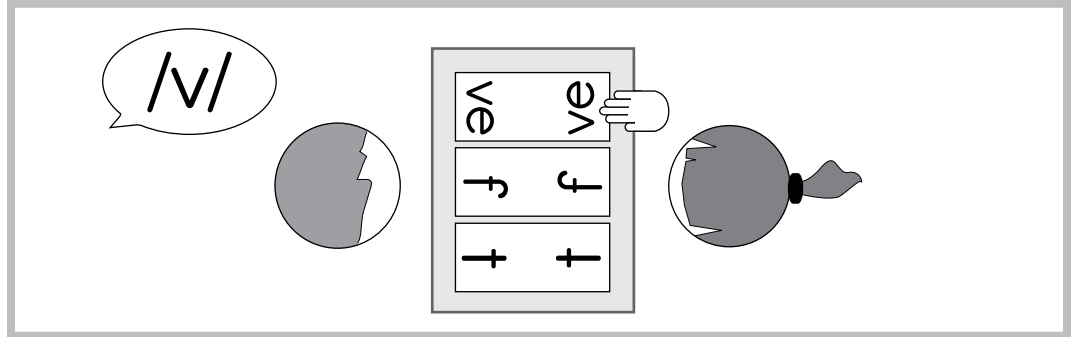
- Say a sound and ask students to show you the spelling(s) for the sound.
- Ask students to show you the spelling alternatives for a sound, (e.g., for the sound /r/).
- Ask students to show you the spellings that can stand for more than one sound. ('g,'ed,'oo') Ask them what these spellings are called. (tricky spellings)
- Ask students to show you the most common or least common spelling for a sound.
- Ask students to show you all of the double-letter spellings they have learned.

Slap the Spelling

Note: This game is best played in small groups or in centers.

- Cut out a long, rectangular slip of paper and write 've' on each end. The letters should face away from each other. (See illustration on next page.) Repeat for 'f' and 't'.
- Affix the cards in a row on the floor, or other surface, between two students who are facing each other.
- Explain that you will say a number of sounds and that you want students to whack the correct spelling as fast as possible.

Note: You can play this game for all sounds and spellings taught/reviewed in this unit. Choose sounds/spellings that are similar, for example, /t/ and /d/, /f/ and /v/, /r/ and /l/, and /ch/ and /j/.



Highlight Spellings

Note: This game is best played in small groups or in centers.

- Write a number of decodable words that contain the spellings taught in this unit on a sheet of paper.
- Ask students to read the words and highlight the new spellings.

Spelling Bingo

Note: You can find free Bingo card generators on the Internet.

- Make Bingo cards with the spellings taught/reviewed in Unit 5 and other spellings that have been taught so far.
- 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 are covered on a card, students should say, "Bingo!"

Spellings Taught/Reviewed in Unit 5:

- | | |
|-----------------------------|-------------------------|
| 1. /p/—'p' and 'pp' | 7. /t/—'t', 'tt', 'ed' |
| 2. /b/—'b' and 'bb' | 8. /d/—'d', 'dd', 'ed' |
| 3. /k/—'c', 'k', 'cc', 'ck' | 9. /f/—'f' and 'ff' |
| 4. /g/—'g' and 'gg' | 10. /v/—'v' and 've' |
| 5. /ch/—'ch' and 'tch' | 11. /r/—'r', 'rr', 'wr' |
| 6. /j/—'j', 'g', 'ge' | 12. /l/—'l' and 'll' |

Board Sort

Note: If possible, use an overhead projector to model the sort.

- Select words with the sound /ch/ from the box below. Write the words on the board.
- Have students read the words out loud and, as a group, underline the spellings for the /ch/ sound, 'ch' and 'tch'.
- Pass out pencils and paper.
- Have students draw a table with two columns on their paper and label the columns with 'ch' and 'tch'.
- Ask students to sort the words based on which spelling is used for the /ch/ sound, 'ch' or 'tch'.
- Repeat with decodable words for 'r' and 'wr', and 'v' and 've'.
- **Modification:** To make this an exercise that can be used in centers, write the words on slips of paper, and let students paste them into the columns on their paper.

Words with 'ch' or 'tch':

- | | |
|-------------|----------------|
| 1. branch | 7. catcher |
| 2. arch | 8. batch |
| 3. chapter | 9. pitcher |
| 4. checkers | 10. itching |
| 5. crunch | 11. scratching |
| 6. sandwich | 12. switch |



Words with 'r' or 'wr':

- | | |
|-----------|------------|
| 1. brave | 7. wreck |
| 2. brick | 8. written |
| 3. draw | 9. wrong |
| 4. rage | 10. wrote |
| 5. rubbed | 11. wrist |
| 6. rust | 12. wrap |

Words with 'v' and 've':

- | | |
|------------------|-------------------|
| 1. clever ('v') | 7. carve ('ve') |
| 2. harvest ('v') | 8. nerve ('ve') |
| 3. liver ('v') | 9. serve ('ve') |
| 4. living ('v') | 10. solve ('ve') |
| 5. visit ('v') | 11. starve ('ve') |
| 6. shiver ('v') | 12. twelve ('ve') |

Handwriting Activity Pages with Consonant Spellings

- Have students complete Activity Pages PP.2 and PP.3.

Word Sort

Note: Both variations can be done for any of the sounds/spellings taught or reviewed in this unit.

Variation 1

- Write a number of decodable words that contain either of two target spellings (e.g., 'v' and 've') on cards.
- Label two boxes with the target spellings (e.g., 'v' and 've').
- Have students read the words on the word cards, and ask them if they contain the spelling 'v' or the spelling 've'.
- Have students place the cards in the appropriate boxes.

Variation 2

- Write a number of decodable words with the three spellings for /r/ on word cards, one word per card. You can also use white boards.

- Distribute the cards/white boards.
- Explain that you want students to form groups: one group for words with /r/ spelled 'r', one group for /r/ spelled 'rr', and one group for /r/ spelled 'wr'.

Spelling Tree

Note: At the end of this unit, students will know a number of spellings for the sounds /p/, /b/, /k/, /g/, /ch/, /j/, /t/, /d/, /f/, /v/, /r/, and /l/. See the following box for a summary of the spellings.

- Work with students to make an additional Spelling Tree for any one of the sounds reviewed in Unit 5.
- Work with students to cut leaves out of green paper.
- Write decodable words with the spellings on the blank leaves.
- Have students hang the words on the proper branch, sorting them by spelling.
- Keep the Spelling Tree up for a few weeks, and allow students to add additional word-leaves to it from time to time.

Spelling Alternatives Taught/Reviewed in Unit 5:

- | | |
|-----------------------------|-------------------------|
| 1. /p/—'p' and 'pp' | 7. /t/—'t', 'tt', 'ed' |
| 2. /b/—'b' and 'bb' | 8. /d/—'d', 'dd', 'ed' |
| 3. /k/—'c', 'k', 'cc', 'ck' | 9. /f/—'f' and 'ff' |
| 4. /g/—'g' and 'gg' | 10. /v/—'v' and 've' |
| 5. /ch/—'ch' and 'tch' | 11. /r/—'r', 'rr', 'wr' |
| 6. /j/—'j', 'g', 'ge' | 12. /l/—'l' and 'll' |

Teacher Chaining

- Write *hip* on the board.
- Ask a student to read the word.
- Remove 'p' and add 'tch' to create *hitch*.
- As you make this change, say to students, "If that is *hip*, what is this?"
- Ask students what change you made to the word *hip* to get the word *hitch*. Ask them whether you changed the first, middle, or last sound/spelling.
- Continue this process with the remaining words.

- When you come to the end of the first chain, erase the board and begin the next chain.

1. hip > hitch > hatch > hutch > hug
2. bat > batch > patch > pitch > ditch
3. ate > ape > age > page > cage
4. bar > barge > large > lard
5. gem > gems > germs > terms
6. wreck > wren > wrench > bench

Teacher Chaining with Two-Syllable Words

- Write *kitch·en* on the board, inserting a dot divider in the middle of the word at the location shown.
- Ask a student to read the word.
- Tell the class that you are going to change either the first syllable or the second syllable to make a new word.
- Remove *kitch* and add *hidd* to make *hidd·en*. (Do not erase the dot divider.)
- As you make this change, say to students, “If that is *kitchen*, what is this?”
- Continue this process with the remaining words.

1. kitch·en > hidd·en > writt·en > rott·en > rott·ing > runn·ing
2. swimm·ing > dress·ing > batt·ing > batt·er > farm·er > pitch·er > pitch·ing
3. mag·ic > trag·ic > pan·ic > pan·ther
4. switch·es > ditch·es > itch·es > hitch·es

Word Sort

- Set up the pocket chart so it has headers for one of the following sets of spellings: ‘t’, ‘tt’, and ‘ed’; ‘d’, ‘dd’, and ‘ed’; ‘c’, ‘k’, ‘cc’, and ‘ck’; ‘g’ and ‘gg’; ‘f’ and ‘ff’; ‘v’ and ‘ve’; ‘p’ and ‘pp’; ‘b’ and ‘bb’; ‘l’ and ‘ll’; ‘r’, ‘rr’, and ‘wr’; ‘ch’ and ‘tch’; or ‘j’, ‘g’, and ‘ge’. There should be a header for each spelling in the chosen set.
- Write a number of decodable words containing the spellings in the set you chose on index cards.
- Ask students to sort the words by placing them on the pocket chart under the proper headers.

- **Modification:** Set up two or more identical pocket charts, divide the class into groups, and have the groups do the word sort as a race.

Word Collection

Note: This exercise can be done for any of the sound/spellings taught or reviewed in this unit.

- Tell students that you would like them to help you make a collection of words that have the /p/ sound.
- Ask students to tell you the spellings for the /p/ sound that they remember.
- Write 'p' and 'pp' as headers on the board.
- Ask students to tell you words that contain the /p/ sound.
- Write the words on the board, placing them under a proper header.
- Repeat until you have multiple examples of both spelling patterns ('p' and 'pp').
- Once multiple examples are on the board, use the chart on the board to review the spellings, point out which spelling is more common, identify spelling patterns, etc.
- If students give you words that are not decodable, add them to the list and point out the tricky parts of the word. For example, if a student says the word *purse*, you would want to briefly explain the 'ur' spelling for /er/ and the 'se' spelling for /s/.

Guess My Word

- Set up the pocket chart, or lay the cards on the table.
- Arrange cards for the following vowel spellings along the top of the pocket chart: 'i', 'e', 'a', 'u', 'o', 'ar', 'er'.
- Arrange cards for the following consonant spellings along the bottom of the pocket chart: 'm', 'n', 't', 've', 's', 'p', 'b', 'g', 'ge', 'l', 'wr', 'tch', 'ng'.
- Think of a decodable word that you can build 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 and/or spellings.
- If students identify a spelling that is in the word, move that spelling to the middle of the pocket chart.

Pocket Chart Setup



- Continue until the word has been spelled in the center of the pocket chart.
- Repeat with one or two additional words.

Possible Words:

1. batch	8. nag	15. merge
2. botch	9. bag	16. serve
3. match	10. gem	17. starve
4. wretch	11. germ	18. wrist
5. get	12. large	19. wring
6. got	13. barge	20. wrap
7. garb	14. marge	21. wren

Choose the Right Word

- Write the words *large*, *kitchen*, *write*, and *wrap* on the board, and have students read them.
- Tell students that you are going to ask them some questions. They can find the answers on the board.
- Ask students, “Which word means the same thing as big?”
- Have students find the answer (*large*) on the board and then copy it onto a sheet of paper or whiteboard.
- Continue this process with the remaining sets of questions.

- 1a. Which word means the same thing as *big*? (*large*)
- 1b. Which word describes a room that has a fridge and a stove? (*kitchen*)
- 1c. Which word describes something that you can do with a pen or a pencil? (*write*)
- 1d. Which word describes what you do with a gift before you give it to someone? (*wrap*)
-
- 2a. Which word means the opposite of *right*? (*wrong*)
- 2b. Which word describes what chicks do when they are born? (*hatch*)
- 2c. Which word tells how old you are? (*age*)
- 2d. Which word is the number that comes after eleven? (*twelve*)
-
- 3a. Which word describes the thing in which birds or hamsters are kept? (*cage*)
- 3b. Which word describes the red stuff that you can put on french fries? (*ketchup*)
- 3c. Which word describes a part of a shirt? (*sleeve*)
- 3d. Which word is another word for *very big*? (*huge*)

Match the Words

Note: This game is best played in small groups or in centers.

- Have students turn to Activity Pages PP.4 and PP.5.
- Have students cut out the word cards from Activity Page PP.4.
- Have students read the words on the word cards and match them to the words on Activity Page PP.5 by placing the word cards on top of the matching words.

Dictation Identification

- Have students turn to Activity Page PP.6.
- 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.
- **Extension:** Have students copy the circled words on the lines.





- | | |
|-----------|-----------|
| 1. page | 6. gem |
| 2. patch | 7. kitten |
| 3. twelve | 8. merge |
| 4. write | 9. nerve |
| 5. barge | 10. wrong |

Yes or No?

- Have students complete Activity Page PP.7.

Match Maker

Note: This game is best played in small groups or in centers.

- Write decodable words on small cards, one word per card, two 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.

Handwriting with Words

- Have students complete Activity Pages PP.8 and PP.9.

Which Word Is Right?

Note: If you are uncomfortable exposing students to words spelled incorrectly, you can choose not to use this activity page.

- Have students turn to Activity Page PP.10.
- Explain that in each box there are three words; only one of these words is the word you will say.
- Say the words below, and have students circle the words that you say for each box.

- | | |
|-----------|-----------|
| 1. starve | 5. match |
| 2. large | 6. switch |
| 3. wrist | 7. wrong |
| 4. cage | 8. solve |

Word Box

- Have students complete Activity Page PP.11.

Label the Picture

- Have students complete Activity Page PP.12.

Fill in the Blanks

- Have students turn to Activity Page PP.13.
- Tell students that you are going to say a number of sentences.
- Explain that the sentences are written on the activity page, but each one is missing one word.
- Tell students to fill in the blanks as you read the sentences.
- When you read the missing word, hold up one finger for each sound in the word. Then ask students to write the word sound by sound.

- | | |
|--|--------------------------------|
| 1. He plunged into the pool. | 5. Germs can make you sick. |
| 2. We can solve the problem. | 6. Will you write me a letter? |
| 3. The dog fetched the stick. | 7. What is on the next page? |
| 4. The beeping sound got on my nerves. | 8. Who is the best pitcher? |

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.
- As you move from one word to the next, use the chaining phrase, “If that is *bag*, show me *batch*.”
- For each word that you say, hold up one finger for each sound.



- Ask students to count the sounds in the word and then draw a line on their paper for each sound that they hear. For example, for the word *bag*, students should draw three lines: .
- Once students have drawn one line for each sound in the word, ask them to write the word's spellings on their respective lines: .
- Finally, ask students to read the word back to you.
- Write the words on the board, 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. bag > batch > catch > match > hatch
2. cage > rage > page > sage > stage
3. hem > gem > germ > term > perm
4. song > wrong > wring > wrung

Targeted Dictation

- Have students take out pencil and paper. Choose a set of words from the following boxes to dictate.
- Explain that you are going to say ten words that will follow a certain pattern. The first word will be a root word; the second word will be the same word with the ending *-ed* added. The consonant spelling at the end of the root word will be doubled in the word with the ending *-ed*.
- Tell students to write each word that you say.
- Ask students to read the words back to you.
- Write the words on the board and have students self-correct.
- Instruct students to refer to their Individual Code Charts if they are having difficulty remembering how to write the vowel spellings.

Words with 'p' and 'pp':

1. tip—tipped
2. flip—flipped
3. trip—tripped
4. pop—popped
5. drop—dropped

Words with 'b' and 'bb':

1. nab—nabbed
2. grab—grabbed
3. rob—robbed
4. rub—rubbed
5. sob—sobbed

Words with 't' and 'tt':

1. spot—spotted
2. pet—petted
3. dot—dotted
4. bat—batted
5. rot—rotted

Words with 'd' and 'dd':

1. nod—noddled
2. shred—shredded
3. skid—skidded
4. pad—padded

Words with 'g' and 'gg':

1. wag—wagged
2. tug—tugged
3. hug—hugged
4. shrug—shrugged
5. plug—plugged

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 will contain the spelling alternatives for /ch/, /j/, /v/, and /r/ taught in this unit.
- Write the spellings 'tch', 'g', 'ge', 've', and 'wr' on the board.
- Tell students to write each word that you say.
- For each word that you say, hold up one finger for each sound.
- Ask students to count the sounds and then draw a line on their paper for each sound that they hear. For example, for the word *large*, three lines would be drawn on the paper: .
- Once students have drawn one line for each sound, remind them that the sound /ar/ is spelled with two letters.

- Have students write the spellings on their respective lines: l ar ge.
- Finally, ask students to read the word back to you.
- Write the words on the board, and have students self-correct.
- Instruct students to refer to the Individual Code Chart if they are having difficulty remembering how to write the vowel spellings.

Note: We do not expect you to dictate all of these words. Please make a selection based on students' needs.

1. large	13. twelve	25. legend
2. write	14. serve	26. pitch
3. age	15. you've	27. patch
4. page	16. stretched	28. matches
5. huge	17. solve	29. shelves
6. wrong	18. magic	30. scratch
7. wrote	19. match	31. germs
8. kitchen	20. ourselves	32. fetch
9. largest	21. we've	33. I've
10. charge	22. wrapped	34. wrist
11. catch	23. carved	35. rage
12. stage	24. lunging	36. wreck

MORE HELP WITH TRICKY SPELLINGS

Tricky Spelling 'g'

- Have students turn to Activity Page PP.14.
- Provide each student with two different-colored pencils or highlighters.
- Have students read the words in the boxes and shade the boxes in one color if the word in the box contains the sound /g/ as in *got* and in another color if the word in the box contains the sound /j/ as in *gem*.

Tricky Spelling 'ed'

- Have students turn to Activity Page PP.15.
- Provide each student with two different-colored pencils or highlighters.

Activity Pages
PP.14–PP.15



- Have students read the words in the boxes and shade the boxes in one color if the word contains the sound /t/ as in *asked* and in another color if the word contains the sound /d/ as in *filled*.

Tricky Spelling Practice

Note: See Lesson 9.

- Have students complete Activity Page PP.16 for the tricky spelling 'g'.

MORE HELP WITH STATEMENTS, QUESTIONS, AND EXCLAMATIONS

Write Statements, Questions, and Exclamations

- On Activity Page PP.17, have students write two statements, two questions, and two exclamations based on the illustration.

Sentence Pasting

Note: This game is best played in small groups or in centers.

- Write a number of decodable statements and questions on paper and cut them into individual words. Keep the period or question mark on the same slip with the final word in each sentence.
- Have students form the sentences and paste them on paper.

MORE HELP WITH SENTENCES

Identify Parts of Speech in Sentences

- Have students turn to Activity Page PP.18.
- Tell them to copy each sentence, then circle the noun and draw a squiggly line under the verb.

Mixed-Up Sentences

Note: This game is best played in small groups or in centers.

- On slips of paper, write a number of decodable nouns, verbs, adjectives, question words, prepositions, and articles that can be combined to make statements and questions. Also, make slips of paper with periods and question marks.
- Have students construct statements and questions with these words and punctuation marks.
- **Extension:** Have students copy the complete sentences on paper.

Activity Page PP.16



Activity Page PP.17



Activity Page PP.18



Sentence Strips

Note: This game is best played in small groups or in centers.

- Choose sentences from *Kate's Book* 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.

Dictation with Sentences

- 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 your students to count the words and then draw a line on their paper for each word that they hear, leaving 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 sentence back to you.
- Write the sentences on the board, and have students self-correct.

- | | |
|-------------------------------------|------------------------------------|
| 1. The dog scratched his neck. | 7. The car ended up in the ditch. |
| 2. We had dinner in the kitchen. | 8. Can you switch the TV off? |
| 3. My sister likes to act on stage. | 9. Where is the ketchup? |
| 4. Can you solve this math problem? | 10. The ship wrecked in the storm. |
| 5. I wrote a long letter to my mom. | 11. A stitch in time saves nine. |
| 6. This dress has short sleeves. | 12. Wring out your wet socks! |

MORE HELP WITH TRICKY WORDS

Tricky Word Practice

- Have students turn to Activity Page PP.19.
- Write *how* on the board and have students read it.
- Have students copy *how* 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.

Activity Page PP.19



- Have students fold their paper along the dotted line and position it so the word they copied is facedown on the desk.
- Have students write *how* from memory 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 some or all of the remaining Tricky Words. Choose the words that students need to practice the most.

Some Tricky Words Taught So Far

- | | |
|--------------|-------------|
| 1. how | 9. tomorrow |
| 2. picture | 10. their |
| 3. could | 11. my |
| 4. would | 12. by |
| 5. should | 13. here |
| 6. down | 14. there |
| 7. yesterday | 15. was |
| 8. today | 16. who |

Tricky Word Match Maker

Note: This game is best played in small groups or in centers.

- Write six to twelve Tricky Words on small cards, one word per card, two 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.

MORE HELP WITH READING

Wiggle Cards

- Write the following sentences on large cards.
- Show students a Wiggle Card, have them read it, and let them perform the action.
- Use the Wiggle Cards between activities and to fill odd moments in the day.

- | | |
|------------------------|-----------------------|
| 1. Scratch your nose. | 5. Cringe. |
| 2. Bend your wrists. | 6. Pinch your nose. |
| 3. Stretch your arms. | 7. Stand rigid. |
| 4. Tug on your sleeve. | 8. Jump twelve times. |

Read Decodable Stories

- Have students read stories from their Readers, including the stories listed under the section “Pausing Point (Stories for Assessment and Enrichment).”

Discussion Questions for “We Are TV Stars”

1. **Literal.** Who did Kate and Gad see on TV?
 - » Kate and Gad saw themselves being interviewed on TV.
2. **Inferential.** Why might Gad have jumped back from the mike?
 - » Answers may vary, but might include that he was scared.
3. **Evaluative.** Why might people be interested in a news story about Kate and Gad finding raptor bones?
 - » Answers may vary.

Discussion Questions for “Doba’s Book”

1. **Inferential.** Why would Kate say that it became less fun to smile and wave a fork six times?
 - » Answers may vary, but may include that the more you do something the less exciting it becomes.
2. **Literal.** Why does Doba say the long book felt short to her?
 - » Doba said that she liked the book so much that it felt short.

Discussion Questions for “The Book Shop”

1. **Inferential.** Describe Simon Chee.
 - » Simon Chee is the man who wrote one of Doba’s favorite books. He has a big smile and is nice to Kate and Doba.
2. **Inferential.** Why might Kate have decided to write her own book?
 - » Answers may vary, but may include that she has been inspired by visiting Simon Chee.
3. **Literal.** What do Kate and Doba shake on?
 - » Kate and Doba shake to show that they agree to make a book together.

Discussion Questions for “We Make a Book”

1. **Literal.** How do Doba and Gad help Kate write the book?
 - » Doba helps Kate pick out good words, and Gad fixes Kate’s spelling mistakes.
2. **Literal.** Who publishes Kate’s book?
 - » A friend of Kate’s dad decides to publish Kate’s book.
3. **Evaluative.** What did you say to Kate in your letter to her about her book?
 - » Answers may vary.

Take-Home Stories

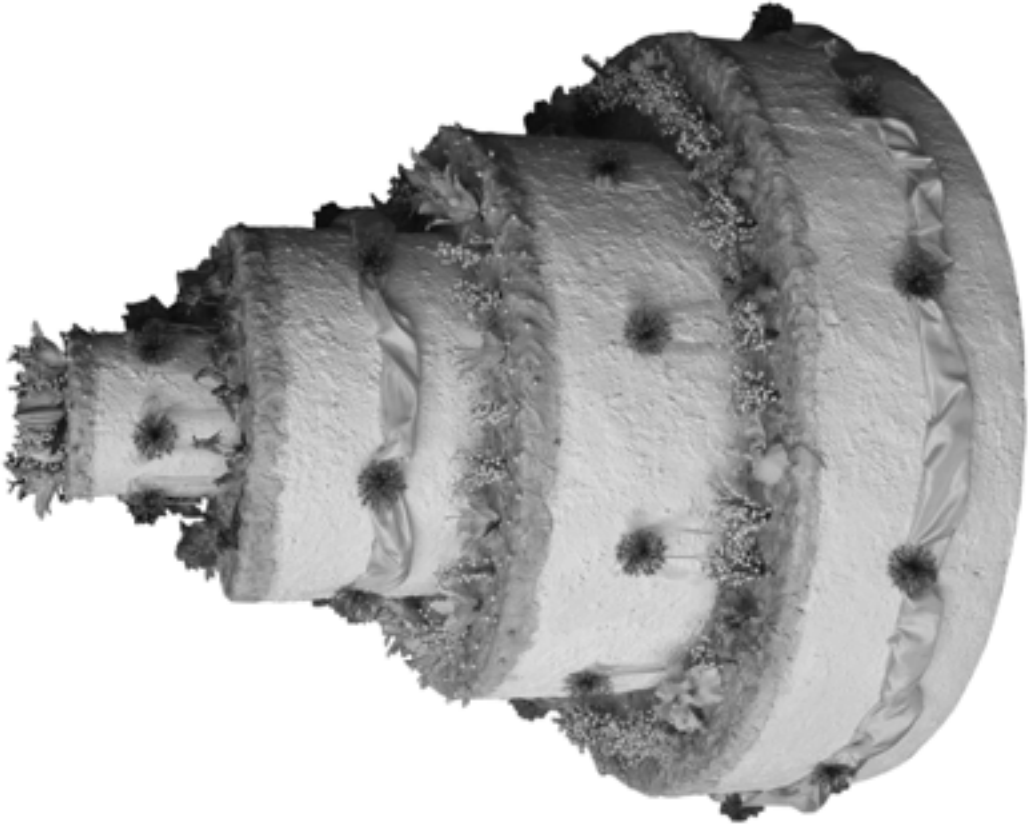
- Have students turn to Activity Pages PP.20–PP.23.
- Have students take the activity pages to practice reading with a family member.

Answer Story Questions in Writing

- After reading “We Are TV Stars,” “Doba’s Book,” “The Book Shop,” and “We Make a Book,” have students complete the activity pages as follows:
 - “We Are TV Stars” – Activity Page PP.24
 - “Doba’s Book” – Activity Page PP.25
 - “The Book Shop” – Activity Page PP.26
 - “We Make a Book” – Activity Page PP.27

Activity Pages
PP.20–PP.27



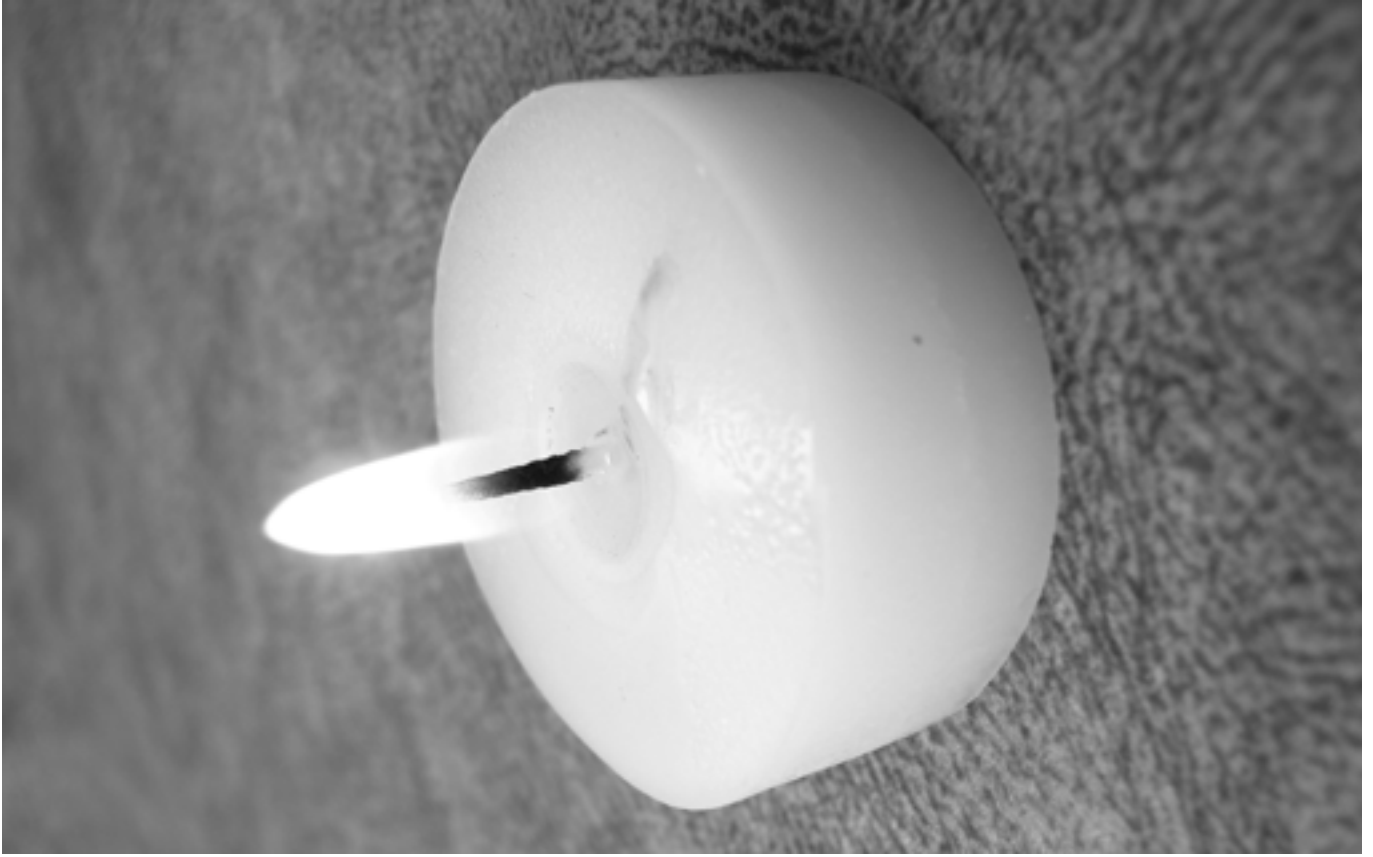


Finding Words with Similar Initial Sounds



Finding Words with Similar Initial Sounds

Pausing Point





Finding Words with Similar Initial Sounds

Pausing Point



Finding Words with Similar Initial Sounds



Finding Words with Similar Initial Sounds

Pausing Point

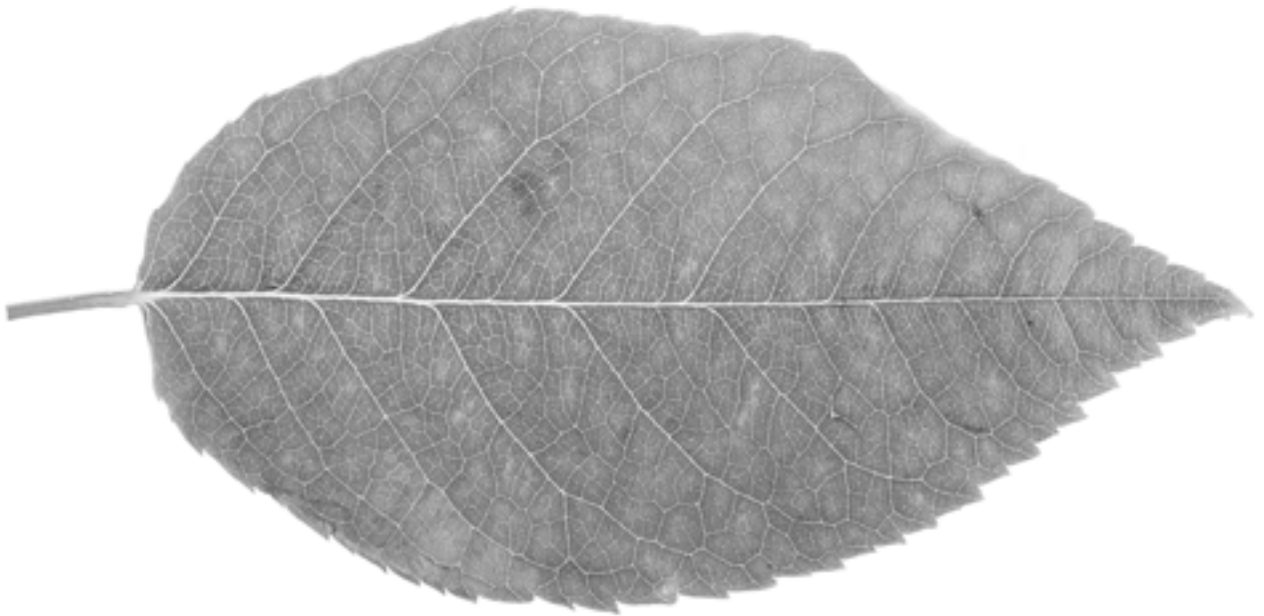
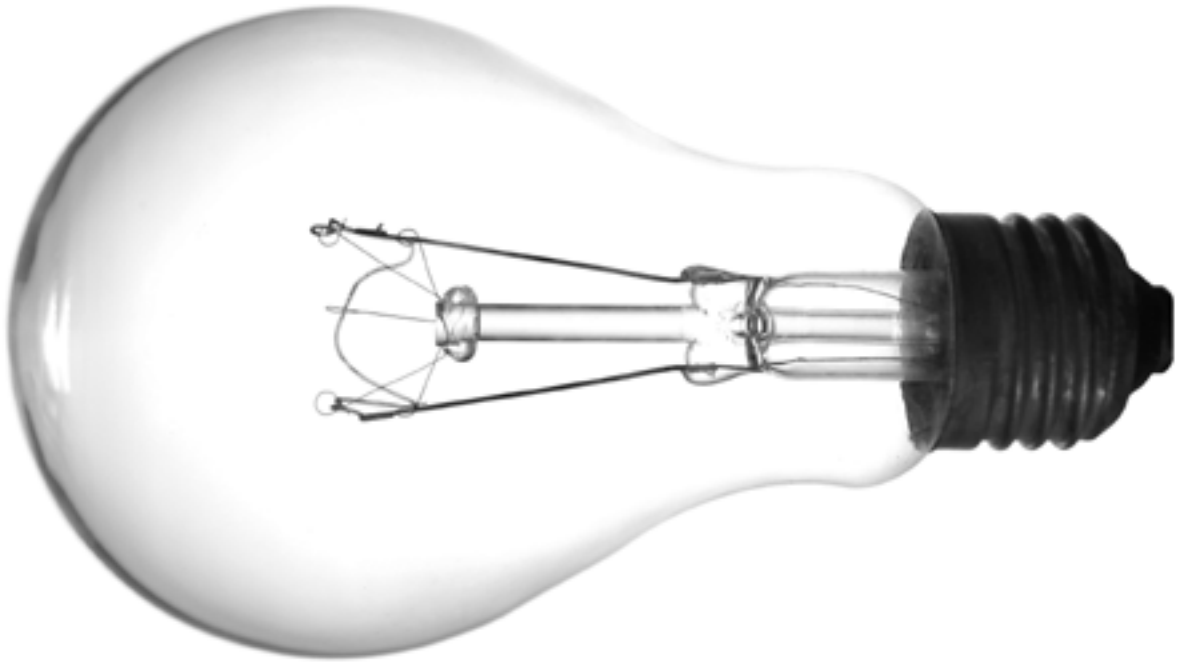


Finding Words with Similar Initial Sounds



Finding Words with Similar Initial Sounds

Pausing Point





Finding Words with Similar Initial Sounds

Pausing Point

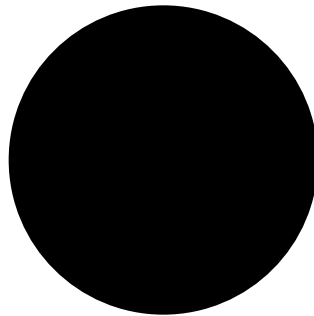
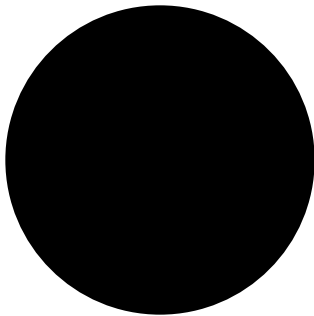


Finding Words with Similar Initial Sounds



Finding Words with Similar Initial Sounds

Pausing Point





Finding Words with Similar Initial Sounds

Pausing Point



Finding Words with Similar Initial Sounds



Finding Words with Similar Initial Sounds

Pausing Point



Finding Words with Similar Initial Sounds

Skills 5



Finding Words with Similar Initial Sounds

Pausing Point

Teacher Resources

Grade 1	Skills 5
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Teacher Guide

Teacher Resources

Tricky Word Family Letter

Tricky Word Flash Cards

Tricky Word Assessment Record: Beginning and End of Unit 5 (optional)

Tricky Word Assessment List

Anecdotal Reading Record—Unit 5

Discussion Questions Observation Record—Unit 5

Making a Spelling Tree

Template: Spelling Tree Leaves

Template: Spelling Tree Odd Ducks

Lesson 5: Spelling Analysis Directions

Lesson 5: Analysis of Student Errors

Lesson 10: Spelling Analysis Directions

Lesson 10: Analysis of Student Errors

Lesson 15: Spelling Analysis Directions

Lesson 15: Analysis of Student Errors

The Writing Process

“Take a Stand and Tell Why” Planning Template

“Take a Stand and Tell Why” Drafting Template

Lesson 20: Spelling Analysis Directions

Lesson 20: Analysis of Student Errors

Word Recognition Assessment Analysis Directions

Word Recognition Assessment Class Record

Grammar Assessment Analysis Directions

Additional Support Activity Pages

Activity Book Answer Key

Appendix: Using Chunking to Decode Multisyllable Words

Texas Essential Knowledge and Skills Correlation Chart

English Language Proficiency Standards Correlation Chart

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 how to read and spell them. The tricky parts of each word are underlined. Your student will be taught to read the following new words as Tricky Words: *how* (Lesson 2), *stagecoach* (Lesson 12), and *picture* (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 out 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 times each week.

TRICKY WORD FLASH CARDS

he

down



my

the

because

why

she

they

who

once

to

we



are

you

could

two

were

one

be

do

a

noo



some

your

have

I

says

which

their

soo

where

should



of

there

me

to

by

all

was

when

from

word



said

what

would

here

today

yesterday

tomorrow

Sunday

Monday

Tuesday



Wednesday

Thursday

Friday

Saturday

how

stagecoach

picture

TRICKY WORD ASSESSMENT RECORD: BEGINNING AND END OF UNIT 5 (OPTIONAL)

Name _____

This is an optional assessment of previously taught Tricky Words. At the beginning and end of Unit 5, show the student the Tricky Word list that follows this record.

Ask the student to read each word on the page 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 5 Assessment: Date _____	End of Unit 5 Assessment: Date _____
1. <u>he</u>		
2. <u>down</u>		
3. <u>my</u>		
4. <u>the</u>		
5. <u>because</u>		
6. <u>why</u>		
7. <u>she</u>		
8. <u>they</u>		
9. <u>who</u>		
10. <u>once</u>		
11. <u>to</u>		
12. <u>we</u>		
13. <u>are</u>		
14. <u>you</u>		
15. <u>could</u>		
16. <u>two</u>		
17. <u>were</u>		

18. <u>one</u>		
19. <u>be</u>		
20. <u>do</u>		
21. <u>a</u>		
22. <u>no</u>		
23. <u>some</u>		
24. <u>your</u>		
25. <u>have</u>		
26. <u>I</u>		
27. <u>says</u>		
28. <u>which</u>		
29. <u>their</u>		
30. <u>so</u>		
31. <u>where</u>		
32. <u>should</u>		
33. <u>of</u>		
34. <u>there</u>		
35. <u>me</u>		
36. <u>to</u>		
37. <u>by</u>		
38. <u>all</u>		
39. <u>was</u>		
40. <u>when</u>		
41. <u>from</u>		
42. <u>word</u>		
43. <u>said</u>		
44. <u>what</u>		
45. <u>would</u>		
46. <u>here</u>		
47. <u>today</u>		

48. yesterday		
49. tomorrow		
50. Sunday		
51. Monday		
52. Tuesday		
53. Wednesday		
54. Thursday		
55. Friday		
56. Saturday		
57. how		
58. stagecoach		
59. picture		
Subtotal	__ /59	__ /59

TRICKY WORD ASSESSMENT LIST

- | | | |
|---------------------------|------------------------------|--------------------|
| 1. he <u>e</u> | 2. d <u>o</u> wn | 3. m <u>y</u> |
| 4. th <u>e</u> | 5. b <u>e</u> ca <u>u</u> se | 6. <u>w</u> hy |
| 7. sh <u>e</u> | 8. th <u>e</u> y | 9. <u>w</u> ho |
| 10. <u>o</u> n <u>c</u> e | 11. t <u>o</u> | 12. w <u>e</u> |
| 13. <u>a</u> re | 14. y <u>o</u> | 15. c <u>o</u> uld |
| 16. t <u>w</u> o | 17. w <u>e</u> re | 18. <u>o</u> ne |
| 19. b <u>e</u> | 20. d <u>o</u> | 21. <u>a</u> |
| 22. n <u>o</u> | 23. s <u>o</u> m <u>e</u> | 24. y <u>o</u> ur |
| 25. hav <u>e</u> | 26. <u>I</u> | 27. s <u>a</u> ys |

28. which 29. their 30. so
31. where 32. should 33. of
34. there 35. me 36. to
37. by 38. all 39. was
40. when 41. from 42. word
43. said 44. what 45. would
46. here 47. today 48. yesterday
49. tomorrow 50. Sunday 51. Monday
52. Tuesday 53. Wednesday 54. Thursday

55. Friday 56. Saturday 57. how

58. stagecoach 59. picture

ANECDOTAL READING RECORD—UNIT 5

Name:

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:

MAKING A SPELLING TREE

Over the course of this unit, you will be asked to make and display a total of three Spelling Trees on the walls of your classroom: one each for /k/, /j/, and /r/. If wall space for display is limited, you may decide to use a chart tablet to create all of your Spelling Trees during the year. It is suggested that you dedicate the chart pad to Spelling Trees only so you and students may use the pad as a reference to quickly flip through and locate a particular Spelling Tree. Draw only one Spelling Tree per page.

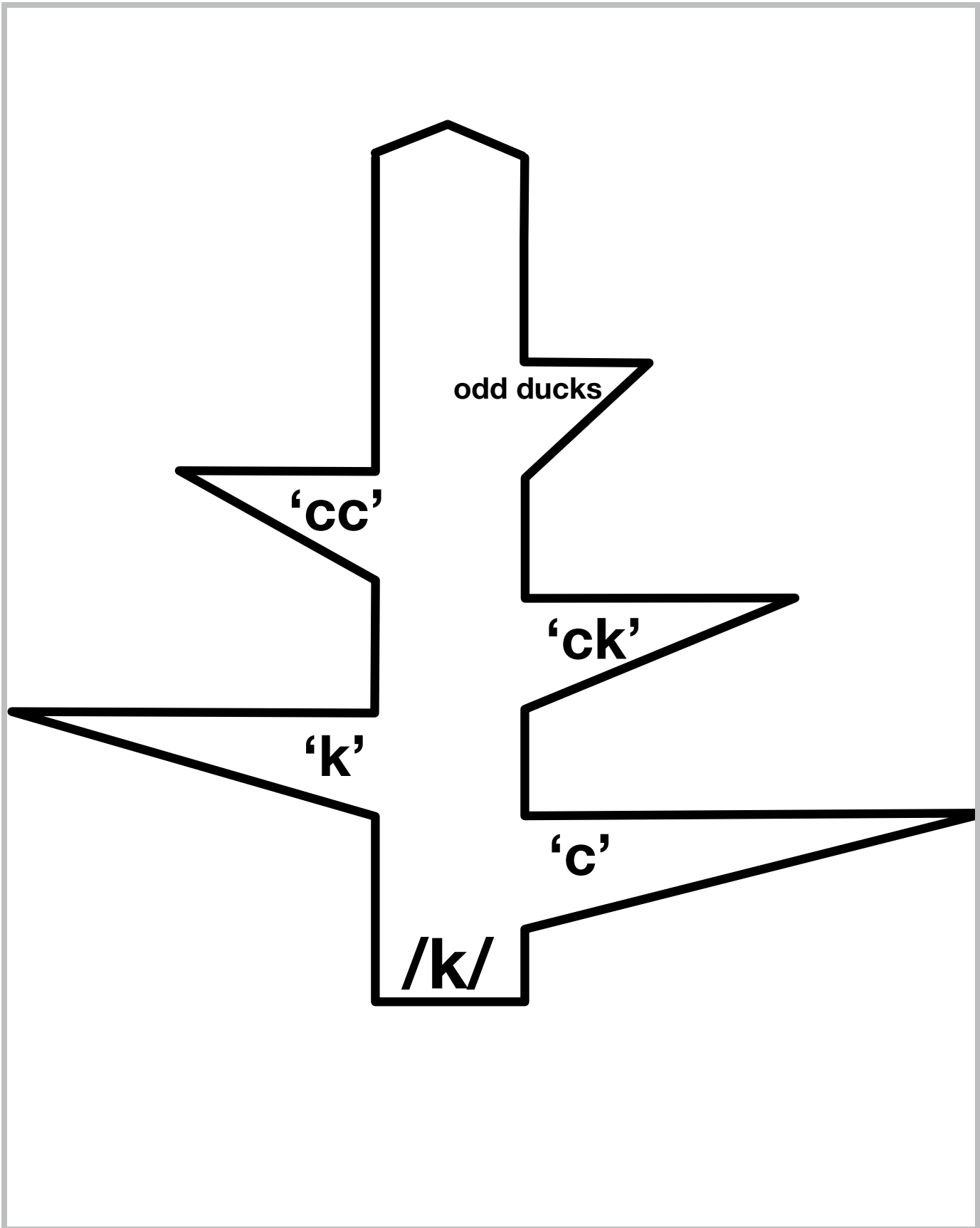
If wall display space permits, please make each Spelling Tree at least 24 inches x 18 inches, preferably a good deal larger, making the trunk out of brown construction paper; otherwise, draw the trunk on chart paper. For Lesson 4, label the trunk /k/.

For Lesson 4, make or draw five branches that will fork off from the central trunk. The branches should vary in their length and correlate with the power bars for the various spellings on the Spelling Cards and the Consonant Code Flip Book. The branches should diminish in size from the bottom of the Spelling Tree up to the top. The largest, bottom branch should be labeled 'c'; this is the most frequent spelling for /k/. The next, slightly smaller branch should be labeled 'k' as this is the second most frequent spelling of /k/. The next two branches should be approximately equal size, labeled 'ck' and 'cc', respectively. The top branch (and shortest) is for "odd ducks." The odd ducks branch is a place for you to include words that have the /k/ sound spelled in a way that is not explicitly taught in this unit. In effect, the odd ducks are the exceptions to the spellings students have learned. Use the illustration that follows to guide you in labeling and assembling the Spelling Tree.

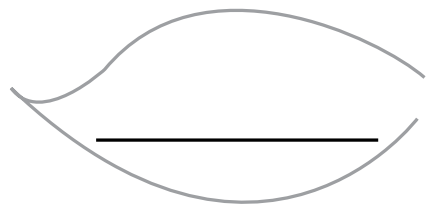
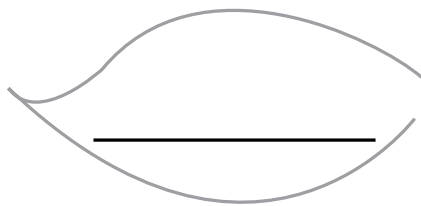
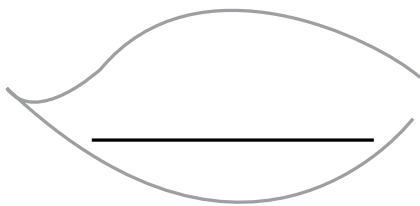
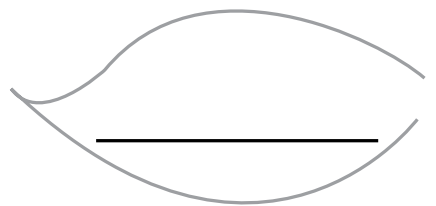
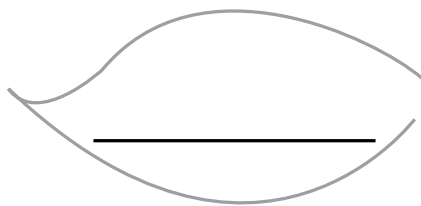
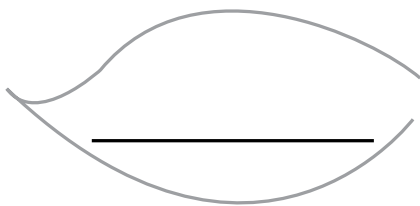
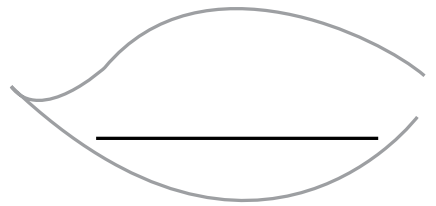
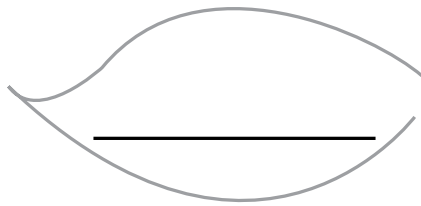
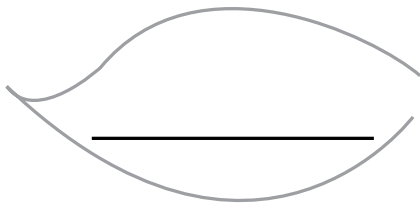
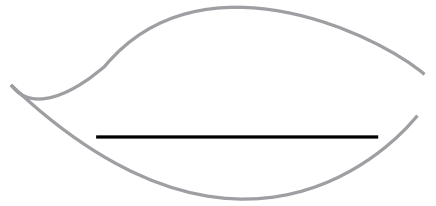
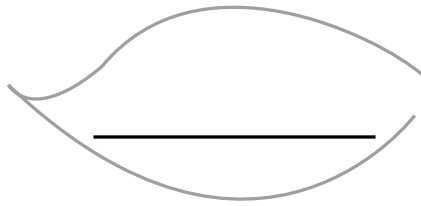
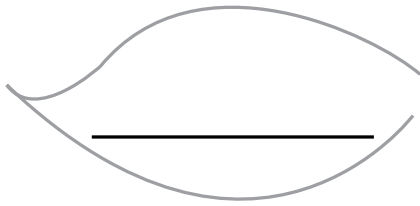
Make multiple copies of the leaf template provided. The leaves should be big enough to write words on them, small enough that you can fit at least twenty-five or thirty words on the Spelling Tree, but not so small that the words are unreadable when mounted on the wall. The leaves are for words that contain one of the spelling patterns.

For Lesson 4, write these /k/ words on the leaves: *car, cone, class, fact, cab•in, pic•nic, att•ic, kite, fork, skin, book, back, truck, brick, quack, hicc•up, socc•er*. Also have some extra blank leaves available for use during the lesson. Do not place the leaves on the Spelling Tree prior to the lesson; you will do this with students. Have additional blank leaves as well.

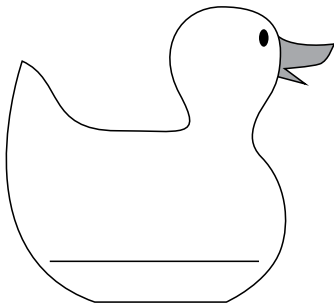
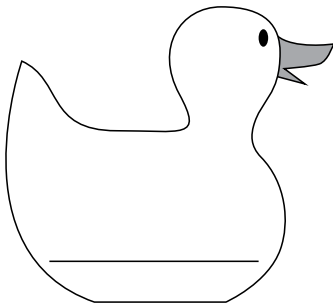
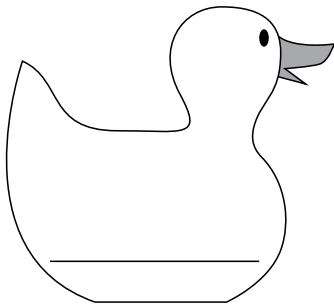
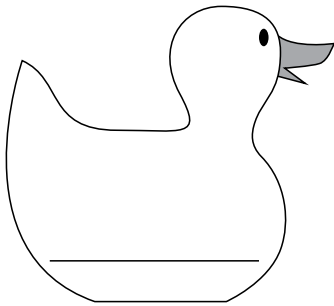
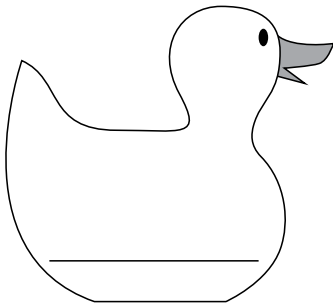
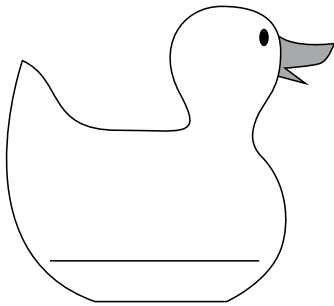
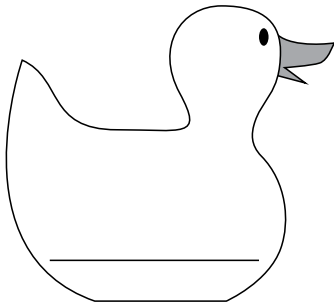
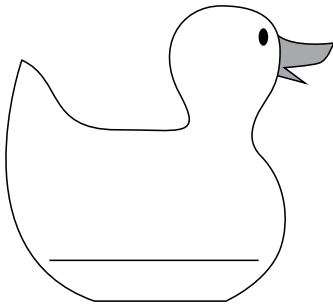
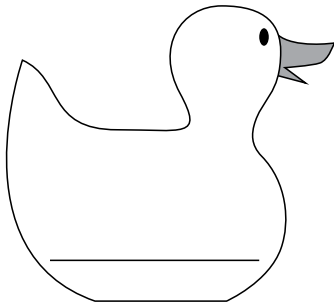
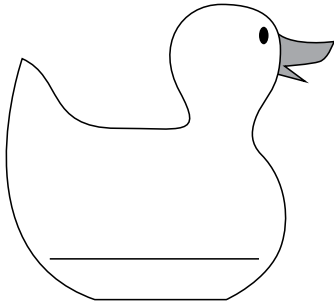
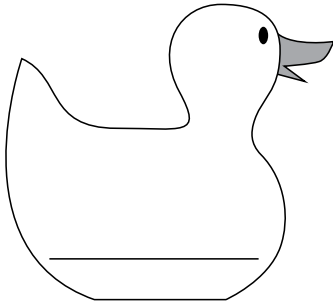
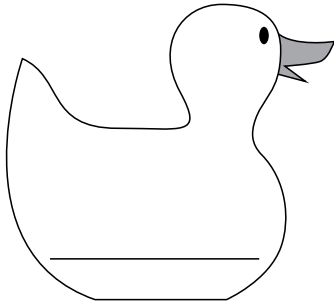
Make multiple copies of the odd duck template onto yellow paper. These duck-shaped cards are for odd ducks (i.e., words that have the /k/ sound but do not fall into any of the spelling patterns that students have been taught). You do not need to write any words in advance on the odd duck templates; just have these available during the lesson should students offer any odd duck spellings for the /k/ sound.



TEMPLATE: SPELLING TREE LEAVES



TEMPLATE: SPELLING TREE ODD DUCKS



LESSON 5: SPELLING ANALYSIS DIRECTIONS

Directions

Write students' names in the column provided. The words on today's spelling assessment are grouped on the analysis chart according to spelling patterns. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student, and ask them to explain their thinking to you. This may help you to understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today's spelling words.

The words on this week's spelling assessment can be analyzed in many different ways. Below, analyses are provided that focus on errors in encoding the r-controlled vowel sounds in these words.

Column 1

What an error in this column means: These words contain the spelling 'or' for the /or/ sound. Students may be having difficulty hearing the /or/ sound or remembering the spelling.

What you should do: Refer to the Unit 4 Pausing Point for additional exercises and targeted lessons. Sound discrimination exercises targeting /or/ and the other r-controlled vowel sounds may be a particularly helpful remediation.

Column 2

What an error in this column means: These words contain the spelling 'ar' for the /ar/ sound. Students may be having difficulty hearing the /ar/ sound or remembering the spelling.

What you should do: Refer to the Unit 4 Pausing Point for additional exercises and targeted lessons. Sound discrimination exercises targeting /ar/ and the other r-controlled vowel sounds may be a particularly helpful remediation.

Column 3

What an error in this column means: These words contain the spelling 'er' for the /er/ sound. Students may be having difficulty hearing the /er/ sound or remembering the spelling.

What you should do: Refer to the Unit 4 Pausing Point for additional exercises and targeted lessons. Sound discrimination exercises targeting /er/ and the other r-controlled vowel sounds may be a particularly helpful remediation.

Column 4

What an error in this column means: The word *said* is a Tricky Word from Unit 2. Tricky Words do not follow the rules for encoding that students have learned thus far. For now, students should memorize how to spell this Tricky Word.

What you should do: Work with students to recognize that in the word *said* the 'ai' work together to stand for the /e/ sound. Additional practice reading and writing Tricky Words can be found in the Pausing Points or in previous lessons.

Column 5

In the last column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty encoding the consonant digraph in the word *porch*. Please also consider the influence of students' home language on encoding. Analyze any patterns and provide targeted remediation using previous Pausing Points.

LESSON 5: ANALYSIS OF STUDENT ERRORS

	Column 1: 'or' > /or/ <i>horn, short, porch</i>	Column 2: 'ar' > /ar/ <i>park, barns</i>	Column 3: 'er' > /er/ <i>verb, herd</i>	Column 4: Tricky Word: <i>said</i>	Column 5: Notes
Student					

LESSON 10: SPELLING ANALYSIS DIRECTIONS

Directions

Write students' names in the column provided. The words on today's spelling assessment are grouped on the analysis chart according to spelling patterns. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student, and ask them to explain their thinking to you. This may help you to understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today's spelling words.

The words on this week's spelling assessment can be analyzed in many different ways. Below, analyses are provided that focus on errors in encoding the consonant digraphs in these words. You should take note of any difficulty students have in encoding other features of the words, such as medial vowels and consonant clusters.

Column 1

What an error in this column means: In these words, the sound /ch/ is spelled with the consonant digraph 'ch'. Students who have difficulty encoding this consonant digraph may struggle with the concept that two letters can work together to represent one sound.

What you should do: Refer to the Unit 5 Pausing Point for additional exercises and targeted lessons.

Column 2

What an error in this column means: In these words, the sound /ch/ is spelled with the consonant trigraph 'tch'. Students may be using the 'ch' spelling and might need practice determining when to use the basic code spelling and when to use the spelling alternative.

What you should do: Refer to the Unit 5 Pausing Point for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to their spelling.

Column 3

What an error in this column means: In these words, the sound /sh/ is spelled with the consonant digraph 'sh'. Students who have difficulty encoding this consonant digraph may struggle with the concept that two letters can work together to represent one sound.

What you should do: Refer to previous lessons, including Additional Support, for additional exercises and targeted lessons.

Column 4

What an error in this column means: The word *how* is a Tricky Word taught in Lesson 1 of this unit. Tricky Words do not follow the rules for encoding that students have learned thus far.

What you should do: Remind students that in the word *how*, the 'ow' work together to stand for the /ou/ sound, just like another Tricky Word they have learned, *down*. For now, students should memorize how to spell this Tricky Word. Additional practice reading and writing Tricky Words can be found in the Pausing Points.

Column 5

In the last column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty encoding the medial vowel sounds in words such as *marsh* and *shine*. Please also consider the influence of students' home language on encoding. Analyze any patterns, and provide targeted remediation using previous Pausing Points.

LESSON 10: ANALYSIS OF STUDENT ERRORS

Student	Column 1: 'ch' > /ch/ <i>chips, much</i>	Column 2: 'tch' > /ch/ <i>catch, fetch</i>	Column 3: 'sh' > /sh/ <i>marsh, shine, flash</i>	Column 4: Tricky Word: <i>how</i>	Column 5: Notes

LESSON 15: SPELLING ANALYSIS DIRECTIONS

Directions

Write students' names in the column provided. The words on today's spelling assessment are grouped on the analysis chart according to spelling patterns. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student, and ask them to explain their thinking to you. This may help you to understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today's spelling words.

The words on this week's spelling assessment can be analyzed in many different ways. Below, analyses are provided that focus on errors in encoding the spelling alternatives for the /j/ sound in these words. You should take note of any difficulty students have in encoding other features of the words, such as medial vowels and consonant clusters.

Column 1

What an error in this column means: In these words, the sound /j/ is spelled with the basic code spelling 'j'.

What you should do: Refer to previous lessons, including Additional Support, for additional exercises and targeted lessons to cement students' knowledge of the basic code.

Column 2

What an error in this column means: In these words, the sound /j/ is spelled with the spelling alternative 'g'. Students may be using the 'j' spelling and might need practice with this spelling alternative.

What you should do: Refer to the Unit 5 Pausing Point for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to their spelling.

Column 3

What an error in this column means: In these words, the sound /j/ is spelled with the spelling alternative 'ge'. Students may be using the 'j' or 'g' spelling and might need practice with this spelling alternative.

What you should do: Refer to the Unit 5 Pausing Point for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to their spelling.

Column 4

What an error in this column means: The word *your* is a Tricky Word. Tricky Words do not follow the rules for encoding that students have learned thus far.

What you should do: Remind students that in the word *your*, the letters 'our' work together to stand for the /or/ sound. For now, students should memorize how to spell this Tricky Word. Additional practice reading and writing Tricky Words can be found in the Pausing Points.

Column 5

In the last column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty encoding the r-controlled vowel sounds in words such as *germ*, *jars*, and *charged*. Please also consider the influence of students' home language on encoding. Analyze any patterns, and provide targeted remediation using previous Pausing Points and lessons.

LESSON 15: ANALYSIS OF STUDENT ERRORS

	Column 1: 'j' > /j/ <i>jumping, jars</i>	Column 2: 'g' > /j/ <i>germ, gem, magic</i>	Column 3: 'ge' > /j/ <i>charged, fringe</i>	Column 4: Tricky Word: <i>your</i>	Column 5: Notes
Student					

THE WRITING PROCESS



PLAN



DRAFT



EDIT

Take a Stand and Tell Why (Planning Template)

<u>Name of Subject:</u>	
<u>Take a Stand:</u>	
<u>Describe It:</u>	
<u>Tell Why #1:</u>	
<u>Tell Why #2:</u>	
<u>End with a Zinger:</u>	

Take a Stand and Tell Why (Drafting Template)

Name of Subject:

Take a Stand:

Describe It:

Tell Why #1:

Tell Why #2:

End with a Zinger:

LESSON 20: SPELLING ANALYSIS DIRECTIONS

Directions

Write students' names in the column provided. The words on today's spelling assessment are grouped on the analysis chart according to spelling patterns. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student, and ask them to explain their thinking to you. This may help you to understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today's spelling words.

The words on this week's spelling assessment can be analyzed in many different ways. Below, analyses are provided that focus on errors in encoding the spelling alternatives for the /t/, /d/, and /f/ sounds in these words. You should take note of any difficulty students have in encoding other features of the words, such as medial vowels and consonant clusters.

Column 1

What an error in this column means: In this word, the sound /t/ is spelled with the basic code spelling 't'. Students may be having difficulty hearing the /t/ sound or remembering the spelling.

What you should do: Refer to previous lessons, including Additional Support, for additional exercises and targeted lessons. Sound discrimination exercises targeting /t/ and /d/ may be a particularly helpful remediation.

Column 2

What an error in this column means: In this word, the sound /t/ is spelled with the spelling alternative 'tt'. Students may be using the 't' spelling and might need practice with this spelling alternative.

What you should do: Refer to the previous lessons, including Additional Support, for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to spelling patterns.

Column 3

What an error in this column means: In this word, the sound /t/ is spelled with the spelling alternative 'ed'. Students may not have realized that this word is in the past tense.

What you should do: Refer to the Unit 4 Pausing Point previous lessons for exercises targeted to encoding the past-tense marker.

Column 4

What an error in this column means: In this word, the sound /d/ is spelled with the basic code spelling 'd'. Students may be having difficulty hearing the /d/ sound or remembering the spelling.

What you should do: Refer to previous lessons, including Additional Support, for additional exercises and targeted lessons. Sound discrimination exercises targeting /t/ and /d/ may be a particularly helpful remediation.

Column 5

What an error in this column means: In this word, the sound /d/ is spelled with the spelling alternative 'dd'. Students may be using the 'd' spelling and might need practice with this spelling alternative.

What you should do: Refer to previous lessons, including Additional Support, for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to spelling patterns.

Column 6

What an error in this column means: In this word, the sound /d/ is spelled with the spelling alternative 'ed'. Students may not have realized that this word is in the past tense.

What you should do: Refer to the Unit 4 Pausing Point and previous lessons, including Additional Support, for exercises targeted to encoding the past-tense marker.

Column 7

What an error in this column means: In this word, the sound /f/ is spelled with the spelling alternative 'ff'. Students may be using the 'f' spelling and might need practice with this spelling alternative.

What you should do: Refer to previous lessons, including Additional Support, for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to spelling patterns.

Column 8

What an error in this column means: The word is a Tricky Word. Tricky Words do not follow the rules for encoding that students have learned thus far.

What you should do: Remind students that in the word *was*, the 'a' spelling represents the /u/ sound and the 's' represents buzzy /z/. For now, students should memorize how to spell Tricky Word. Additional practice reading and writing Tricky Words can be found in the Pausing Points and previous lessons, including Additional Support.

Column 9

In the last column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty encoding the medial vowel sounds in words such as *parked*. Please also consider the influence of students' home language on encoding. Analyze any patterns and provide targeted remediation using previous Pausing Points.

LESSON 20: ANALYSIS OF STUDENT ERRORS

	Column 1: ‘t’ > /t/ trucker	Column 2: ‘tt’ > /t/ kitten	Column 3: ‘ed’ > /t/ parked	Column 4: ‘d’ > /d/ duck	Column 5: ‘dd’ > /d/ add	Column 6: ‘ed’ > /d/ planned	Column 7: ‘ff’ > /f/ off	Column 8: Tricky Word: was	Column 9: Notes
Student									

WORD RECOGNITION ASSESSMENT ANALYSIS DIRECTIONS

Directions

Write students' names in the column provided. The words for the Word Reading Recognition Assessment are grouped on the Word Recognition Assessment Class Record according to the featured sound/spelling correspondence. Place an X in the column of any word that the student did not correctly identify. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student, and ask them to explain their thinking to you. This may help you to understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points and the Pausing Point for this unit to address errors with today's spelling words.

Column 1

What an error in this column means: The spelling 'tch' for the /ch/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point or previous lessons, including Additional Support, for additional activities that provide students with practice sorting words according to spelling patterns.

Column 2

What an error in this column means: The spelling 'g' for the /j/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point or previous lessons, including Additional Support, for additional activities that provide students with practice sorting words according to spelling patterns.

Column 3

What an error in this column means: The spelling 'ge' for the /j/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point or previous lessons, including Additional Support, for additional activities that provide students with practice sorting words according to spelling patterns.

Column 4

What an error in this column means: The spelling 've' for the /v/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point or previous lessons, including Additional Support, for additional activities that provide students with practice sorting words according to spelling patterns.

Column 5

What an error in this column means: The spelling 'wr' for the /r/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point or previous lessons, including Additional Support, for additional activities that provide students with practice sorting words according to spelling patterns.

Column 6

In the last column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty with encoding certain vowel sounds. Please also consider the influence of students' home language on encoding. Analyze any patterns and provide targeted remediation using previous Pausing Points or previous lessons, including Additional Support.

WORD RECOGNITION ASSESSMENT CLASS RECORD

	Column 1: 'tch' > /ch/ switch catch stretch	Column 2: 'g' > /j/ gem ginger digit	Column 3: 'ge' > /j/ plunge challenge large	Column 4: 've' > /v/ solve carve twelve	Column 5: 'wr' > /r/ write wrap wrist	Column 6:
Student						Notes

GRAMMAR ASSESSMENT ANALYSIS DIRECTIONS

Each grammar section contains five questions. If students scored at least 4 out of 5, they have a good understanding of the grammar skills covered. If they scored 3 out of 5, you may ask a student to explain what they were thinking when they wrote their answer to see if it was a careless mistake or a genuine misunderstanding. For students scoring 2 or less, note that these students may need more explicit instruction on the particular grammar skill. There will be opportunities for further practice and remediation of these grammar skills in Units 6 and 7.

Additional Support Activity Pages

Grade 1	Skills 5
---------	----------

Teacher Guide

NAME: _____

DATE: _____

TR 1.1

Word Cards



happ●en

map

pants

slipp●ing

plan

cape

mopp●ing

dropped

steps

clapp●ing

Directions: Copy the word cards. Cut them apart.

NAME: _____

DATE: _____

TR 3.1

Word Cards



rob•in

sobbed

ban•dit

crab

rubb•ing

cab•in

fibbed

book•shelf

dabs

webbed

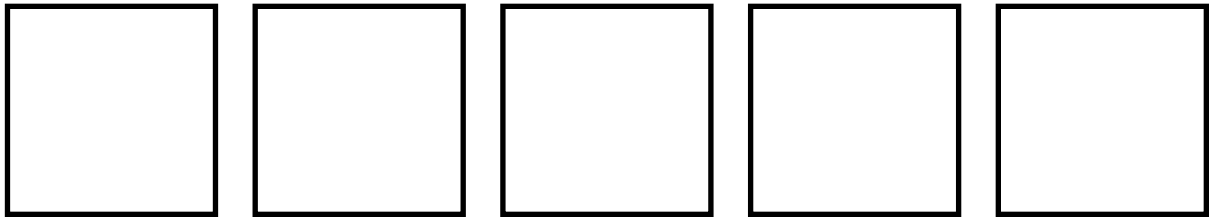
Directions: Copy the word cards. Cut them apart.

TR 4.1

CONTINUED

Push and Say Sound Boxes

Directions: Use this page for Push and Say. Students represent sounds with letter cards.




Five empty square boxes arranged horizontally, intended for students to write letter cards representing sounds.

TR 4.2

Push and Say Letter Cards

Directions: Copy and cut out the letter cards for use with Push and Say. Consonants potentially used more than once when building words are provided twice.

a	b	b	c	<u>d</u>	<u>d</u>
e	f	g	g	h	i
j	k	k	l	m	m
<u>n</u>	<u>n</u>	o	<u>p</u>	<u>p</u>	r
s	s	t	t	<u>u</u>	v
w	x	y	z	z	ch
sh	th	ck	bb	ge	tch
gg	ve	dd	ed	tt	pp



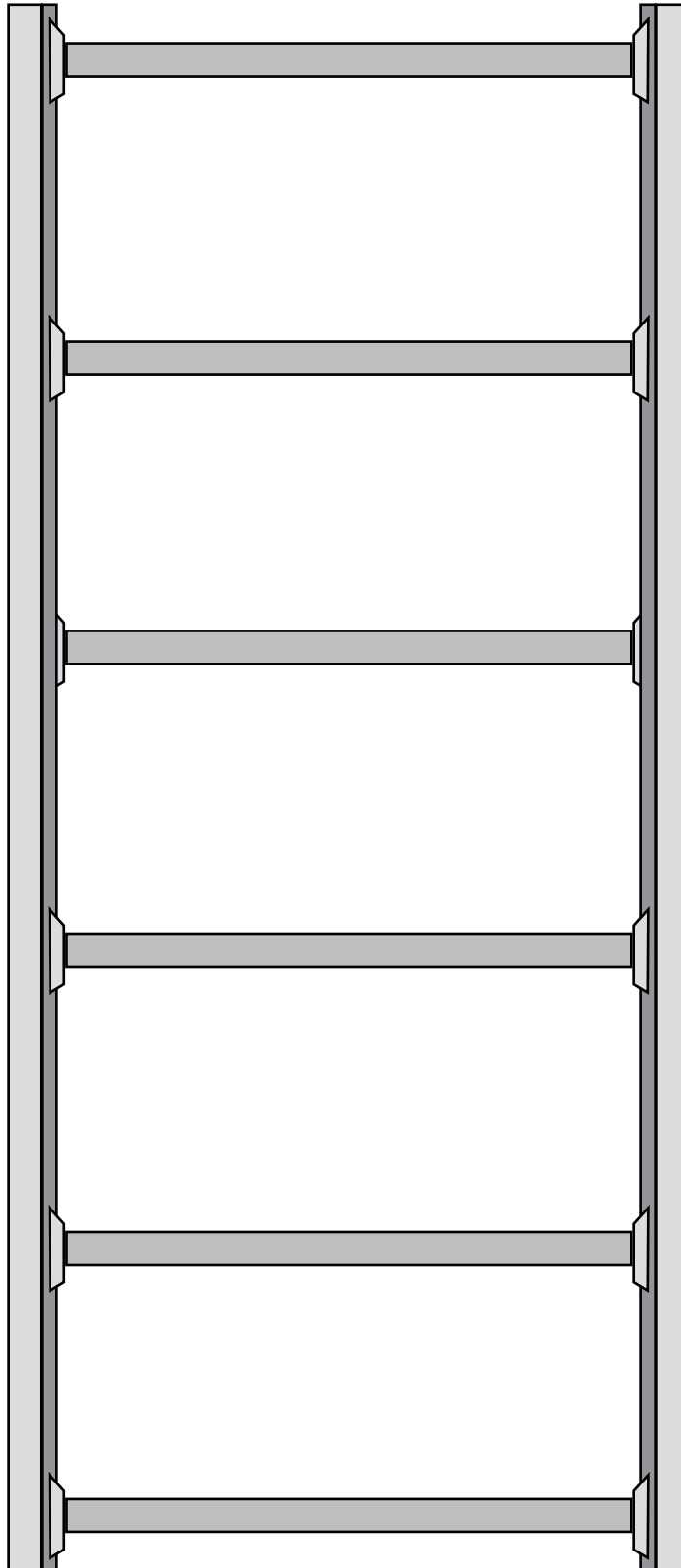
NAME: _____

DATE: _____

TR 9.1

Race to the Top Game Board

Directions: Copy this page for the game Race to the Top.



NAME: _____

DATE: _____

TR 9.2

Race to the Top Word Cards



gem

germs

mag•ic

larg•est

trag•ic

gin•ger

in•gest

charg•es

Directions: Copy the word cards. Cut them apart.

NAME: _____

DATE: _____

TR 9.2

CONTINUED

Race to the Top Word Cards



ground

gusts

game

gift

bags

giv●ing

mag●net

depth

Directions: Copy the word cards. Cut them apart.

NAME: _____

DATE: _____

TR 9.2

CONTINUED

Race to the Top Word Cards



dis•gust

glimm•er

frogs

got

gave

Directions: Copy the word cards. Cut them apart.

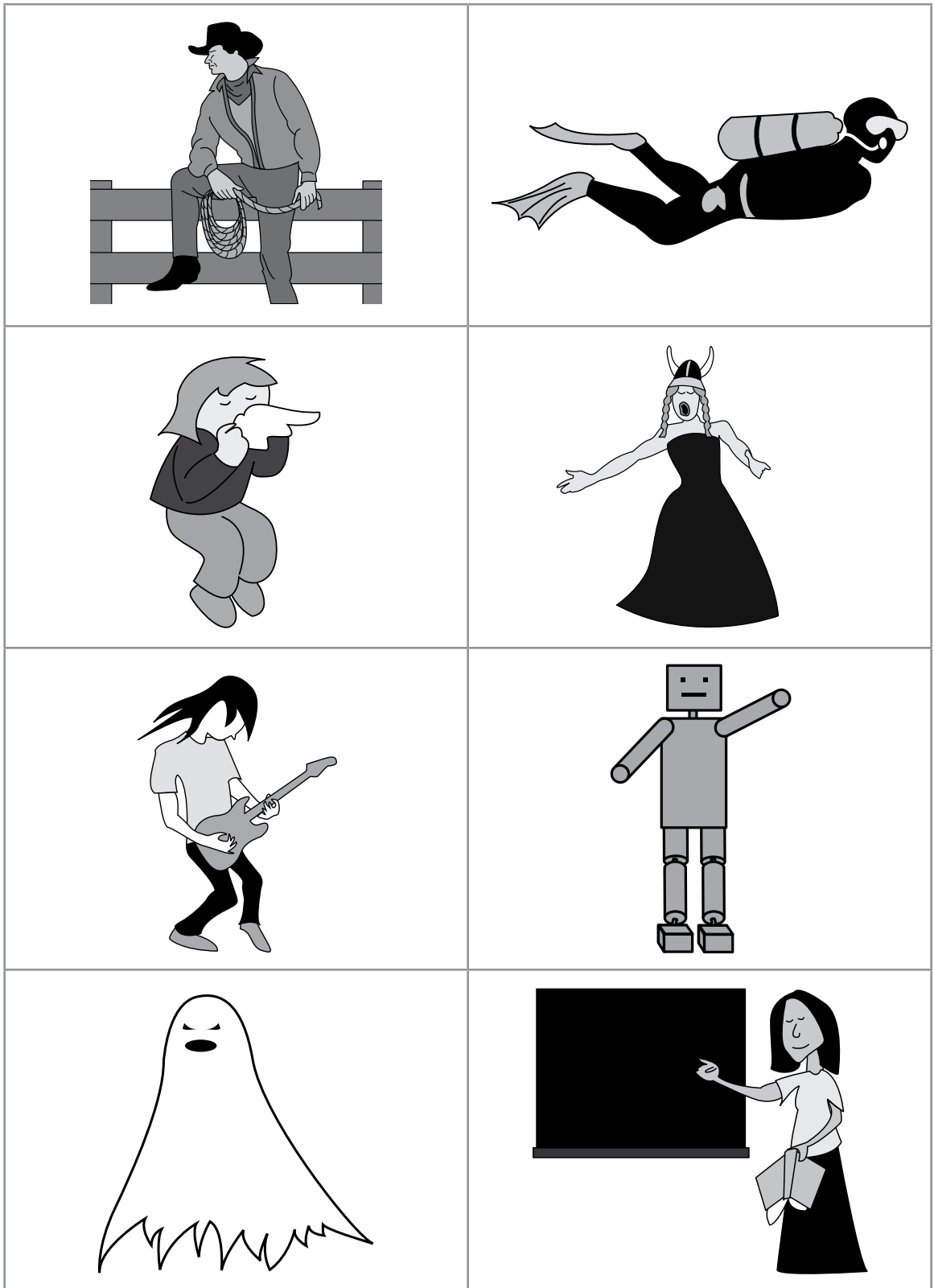
NAME: _____

DATE: _____

TR 9.3

Silly Voices Cards

Directions: Print and cut apart the character cards to pull out of a bag when rereading stories with silly voices.



NAME: _____


DATE: _____

TR 10.1

Roll, Flip, Read Word Cards

Directions: Copy one template for each student. Cut apart the cards and write words on the back of each card.

1	2
3	4
5	6
7	8
9	10



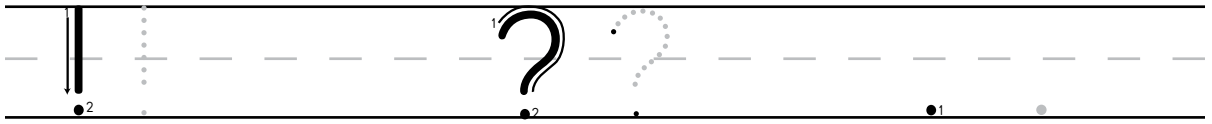
NAME: _____

DATE: _____

TR 11.1

Statements, Questions, and Exclamations

Directions: Have students practice writing question marks, exclamation points, and periods on the handwriting line provided. Then use the ending punctuation to complete each sentence.



1. Who is Sa•ni _____

2. He has a truck _____

3. The room is huge _____

4. Camp•ing is fun _____

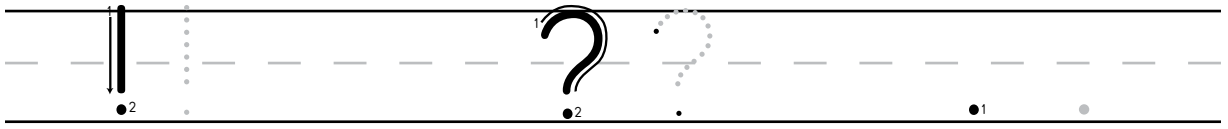
5. What did you bring _____

NAME: _____

DATE: _____

TR 13.1

Statements, Questions, and Exclamations



Directions: Have students practice writing question marks, exclamation points, and periods on the handwriting line provided. Then use the ending punctuation to complete each sentence.

1. Mom said it was nice _____

2. When did she get home _____

3. Why is it dark _____

4. I saw it and said, "Wow _____"

5. The lake has fish _____

NAME: _____

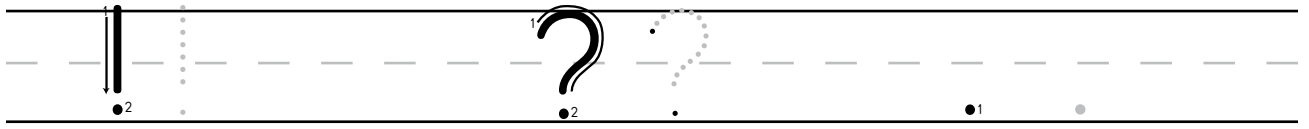
DATE: _____

TR 13.1

CONTINUED

Statements, Questions, and Exclamations

Directions: Have students practice writing question marks, exclamation points, and periods on the handwriting line provided. Then use the ending punctuation to complete each sentence.



6. Can the jeep drive fast _____

7. That is so cool _____

8. I could be wrong _____

9. He got a book off the shelf _____

10. Where did Mom take it _____

NAME: _____

DATE: _____

TR 15.1

CONTINUED

Push and Say Sound Boxes

Directions: Use this page for Push and Say. Students represent sounds with letter cards.

--	--	--	--	--

NAME: _____


DATE: _____

TR 15.2

Push and Say Letter Cards

Directions: Copy and cut apart the letter cards for use with Push and Say. Consonants potentially used more than once when building words are provided twice.

a	b	b	c	<u>d</u>	<u>d</u>
e	f	g	g	h	i
j	k	k	l	m	m
<u>n</u>	<u>n</u>	o	<u>p</u>	<u>p</u>	r
s	s	t	t	<u>u</u>	v
w	x	y	z	z	ch
sh	th	ck	bb	ge	tch
gg	ve	dd	ed	tt	pp



NAME: _____

DATE: _____

TR 17.1

CONTINUED

Match Maker Word and Picture Cards

Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut apart word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut apart, separating word and picture cards.



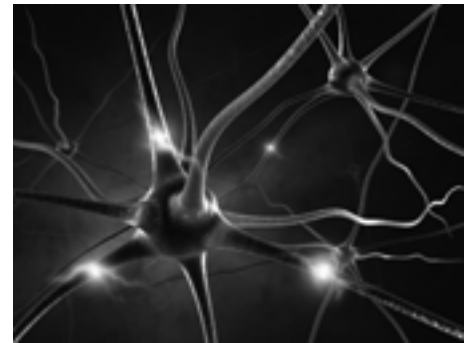
stage



magic



carve



nerve

NAME: _____

DATE: _____

TR 17.1

CONTINUED

Match Maker Word and Picture Cards

Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut apart word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut apart, separating word and picture cards.



shelves



sleeve

12

twelve



wrapped

NAME: _____

DATE: _____

TR 17.1

CONTINUED

Match Maker Word and Picture Cards

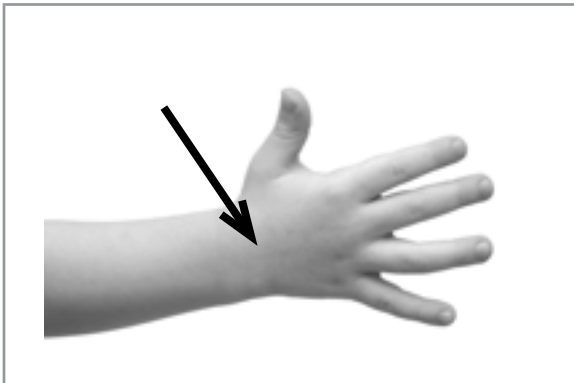
Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut apart word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut apart, separating word and picture cards.



wreck



wrench



wrist



write

NAME: _____

DATE: _____

TR 17.1

CONTINUED

Match Maker Word and Picture Cards

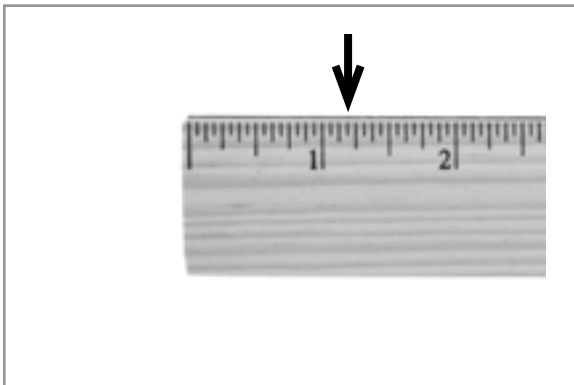
Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut apart word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut apart, separating word and picture cards.



bench



chop



inch



lunch

NAME: _____

DATE: _____

TR 17.1

CONTINUED

Match Maker Word and Picture Cards

Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut apart word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut apart, separating word and picture cards.



jeep



jet



jug



dwarf

NAME: _____

DATE: _____

TR 17.1

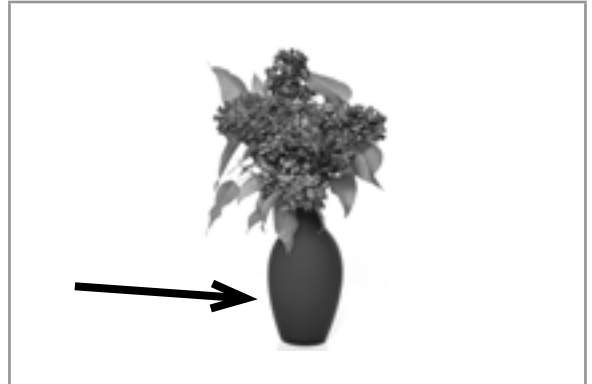
CONTINUED

Match Maker Word and Picture Cards

Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut apart word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut apart, separating word and picture cards.



van



vase



vest



vet

NAME: _____

DATE: _____

TR 17.1

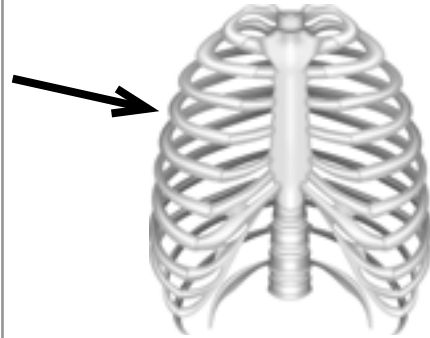
CONTINUED

Match Maker Word and Picture Cards

Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut apart word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut apart, separating word and picture cards.



raft



rib



ring




rope


ACTIVITY BOOK ANSWER KEY


NAME: _____ 1.2 Activity Page
DATE: _____


fan shark chick star car
dog horns ship spoon hand


Directions: Have students write each word from the box next to its matching picture. Students should write the words as plural nouns if the picture shows more than one thing.

1. car 

2. horns 

3. stars 


4. dog 


5. sharks 


Skills 5 3


fan shark chick star car
dog horns ship spoon hand


Directions: Have students write each word from the box next to its matching picture. Students should write the words as plural nouns if the picture shows more than one thing.

6. hands 

7. chicks 




8. fans 

9. spoon 




10. ship 

Skills 5 4

NAME: _____ 2.1 Activity Page
DATE: _____

dishes pig benches

fish ducks brushes

Skills 5 7

desk foxes glasses

couches swing boxes

Skills 5 8

NAME: _____ DATE: _____ 2.2 Activity Page

A Letter from Kate

1. Who is Do·ba?

Doba is Kate's mom's mom.

She is an artist.

Page 1

2. Where did Kate spend her summer?

Kate spent her summer out in the

Southwest with her Doba.

Page 1

Directions: Have students reread the story and answer the questions.

Skills 5

9

3. How old was Kate last summer?

- Kate was five.
- Kate was nine.
- Kate was ten.

Page 1

4. Kate said that . . .

- Do·ba made the art.
- Kate made the art.
- Kate's mom made the art.

Page 1

10

Skills 5

NAME: _____ DATE: _____ 3.1 Activity Page

Can you see the spelling pattern? Fill in the chart.

Root Word	-ed Word	-ing Word
nap	napped	napp-ing
scrub	scrubbed	scrubbing
stub	stubbed	stubbying
chip	chipped	chipping
rob	robbed	robbing
grab	grabbed	grabbing
sob	sobbed	sobbing
stop	stopped	stopping
pump	pumped	pumping
camp	camped	camping

Skills 5

11

NAME: _____ DATE: _____ 3.2 Activity Page

Directions: Have students trace and copy the punctuation marks. Then have students copy the sentences on the lines, adding the correct ending punctuation.

??

1. The rabb-it ran in-to its hole

The rabbit ran into its hole.

2. Where did your dad park his car

Where did your dad park his car?

Skills 5

13

Directions: Have students copy the first two sentences on the lines, adding correct ending punctuation. For the sentences below, have students fill in the correct punctuation mark.

3. I add-ed pepp-er to the dish

I added pepper to the dish.

4. Who add-ed pepp-er to the dish

Who added pepper to the dish?

5. Jen scrubbed the tub . ? or .

6. What happ-ened ? ? or .

7. Who has a cab-in out west ? ? or .

8. Kate went to vis-it her Dō-bā . ? or .

9. Kate made a book . ? or .

10. Who made the art in Kate's book ? ? or .

14

Skills 5

NAME: _____

DATE: _____

3.3

Take Home

Dear Family Member.

Below is the first story your student has read from a new Reader, *Kate's Book*. Please note that the tricky parts in Tricky Words are underlined in gray, and multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units. Some of the words have been omitted in the version below. Please have your student fill in the blanks using the words from the word box.

After filling in the blanks, ask if your student has any ideas about what fun things Kate may have done with Doba over the summer.

like	art-ist	sad	Nez
summ-er	bor-ing	book	art

A Lett-er from Kate

I'm Kate Nez , and this is my book!

This book tells what I did last summer when I was nine. My mom and dad took me to vis-it with my Dō-bā. Dō-bā is my mom's mom. She is an artist , and she has a cab-in out in the Southwest. At the start of my time with Dō-bā, I was sad. It seemed like it would be a boring summ-er. But in the end I had a lot of fun.

Skills 5

15

like	art-ist	sad	Nez
summ-er	bor-ing	book	art

I made this book to tell you all the fun stuff I did last summ-er. When I fin-ished it, Dō-bā made the art . You have the book we made in your hands. I hope you like it!

Kate Nez

16

Skills 5

NAME: _____

DATE: _____

4.1

Activity Page

In the Cave

1. What is the land Kate sees out Southwest like?

- It is green.
- It has lots of trees.
- It has hills and red rocks.

Page 2

2. What was it that Kate and Dō-bā found in the cave?

- Dō-bā and Kate found a coin.
- Dō-bā and Kate found a critt-er.
- Dō-bā and Kate found a rock.

Page 4

Directions: Have students reread the story and answer the questions.

Skills 5

17

3. What could the coin be made of?

The coin could be made of silver.

Page 6

4. What did Doba tell Kate they should do with the coin?

Doba said they should take the coin to an expert.

Page 6

NAME: _____
DATE: _____

4.2

Take Home

Sort the words by their spellings for /k/.

cat	king	black	car	skin	book
class	truck	attic	fact	like	quack
/k/ → 'c'	/k/ → 'k'	/k/ → 'ck'			
cat	king	black			
class	truck	attic	skin	like	quack
car	fact	book			

NAME: _____
DATE: _____

5.2

Activity Page

Can you see the spelling pattern? Fill in the chart.

Root Word	-ed Word	-ing Word
dab	dabbed	dabbing
sip	sipped	sipping
ram	rammed	ramming
shout	shouted	shouting
pound	pounded	pounding
look	looked	looking
duck	ducked	ducking
dash	dashed	dashing
pop	popped	popping
mash	mashed	mashing
trip	tripped	tripping
lick	licked	licking

NAME: _____
DATE: _____

5.3

Activity Page

Directions: Have students copy the sentences on the lines, adding capital letters at the beginning and the correct punctuation marks at the end.

- jim likes to splash in the pool in the summer.
Jim likes to splash in the pool in the summer.
- which book do you like best
Which book do you like best?
- would you like one scoop or two scoops
Would you like one scoop or two scoops?

Add . or ? on the lines.

1. The jogger ran up the hill .
2. How late did he get home ?
3. My sister hugged me for a long time .
4. Where are my slippers ?
5. When did you take a hike in the forest ?

26

Skills 5

NAME: _____ 6.1 Activity Page

DATE: _____

kitch-en	chips	scratch
chin	which	catch

1. Which book is it?
2. Dan cooks food in the kitchen.
3. Do not scratch the bug bite!
4. I bumped my chin.
5. She likes chips for a snack.
6. Can you catch this?

Directions: Have students complete the sentences with the words from the box.

Skills 5

27

NAME: _____ 7.1 Activity Page

DATE: _____

1. do ba drove us to the coin shop

Doba drove us to the coin shop.

2. are there a lot of coins in that cave

Are there a lot of coins in that cave?

3. sa ni said that he could sell the coin

Sani said that he could sell the coin.

Directions: Have students copy the sentences on the lines using correct punctuation.

Skills 5

31



Directions: Have students write a question and a statement about the picture on the lines below.

32

32

The Coin Shop

1. What is the coin that Kate found made of?
- The coin is made of copper.
 - The coin is made of silver.
 - The coin is made of steel.

Page 8

2. What sort of coin is it?
- It is a Dutch coin.
 - It is a British coin.
 - It is a Spanish coin.

Page 8

3. Sa-nj said the coin was minted . . .
- in the six-teen hun-dreds.
 - in the nine-teen hun-dreds.
 - last sum-er.

Page 10

Directions: Have students reread the story and answer the questions.

4. Should Kate keep or sell the coin? Why?

Answers may vary.

Directions: In the box, have students illustrate a part from the story and write a caption below.



Answers may vary.

You Never Can Tell

1. Do-ba said Kate had to sell the coin.
- yes
 - no
2. Kate did sell the coin.
- yes
 - no
3. Kate and Do-ba think that a Na-va-jo girl could have hid-den the coin in the cave.
- yes
 - no
4. Things that are rare cost a lot.
- yes
 - no

Directions: Have students reread the story and choose the correct answer.

5. Is Kate glad that she found the coin? Why or why not?

Answers may vary.

Directions: In the box, have students illustrate a part of the story and write a caption below.



Answers may vary.

NAME: _____ DATE: _____

9.1 **Activity Page**

Sound out the words with the lines under them. Is the 'g' sounded /g/ as in *got* or /j/ as in *gem*? Print the words where they fit.

1 ←

gum
glad
dog

2 →

gem
germ

	/g/ as in <i>got</i>	/j/ as in <i>gem</i>
1. A cat is larger than a rat.		larger
2. We have two arms and two legs.	legs	
3. Can germs make you sick?		germs
4. I'd rather ride my bike than jog.	jog	
5. There are plants in the garden.	garden	

4

NAME: _____ DATE: _____

9.2 **Activity Page**

The Offer

- What was Sa-ni's off-er?
 - His off-er was to take the coin.
 - His off-er was to take Do-ba and Kate camp-ing.
 - His off-er was to make dinn-er.

Page 20

- To Kate, camp-ing sounds like . . .
 - fun.
 - it would be bor-ing.
 - a hard time.

Page 21

Directions: Have students read the story and answer the questions.

43

3. What will Kate, Do-ba, Sa-ni, and Gad do on their camp-ing trip?

They will hike, look at rocks, cook lunch and dinner outside, look at the stars, and sleep in a tent.

Page 21

4. Will Kate sleep in a bed or sleep in a tent?

Kate will sleep in a tent.

Page 21

44

NAME: _____ DATE: _____

9.3 **Take Home**

Dear Family Member,

Your student has been learning about how to form plural nouns. In class, we have been listening to the sound that 's' makes at the end of a word. For books, for example, the 's' makes a /s/ sound, whereas the word dogs has the buzzy /z/ sound. Below are a number of words your student should change to the plural form. Ask your student to listen for either the /s/ or /z/ sound at the end. Have students place their fingers on their voice boxes so they can feel the difference between /s/ and /z/. Remind your student that when a word ends in 'sh,' 'ch,' 's,' and 'x,' we add 'es' to change it to the plural form.

one book	five <u>books</u>
one splash	three <u>splashes</u>
one match	nine <u>matches</u>
one fox	ten <u>foxes</u>
one dog	five <u>dogs</u>
one chimp	two <u>chimps</u>
one dish	nine <u>dishes</u>
one box	three <u>boxes</u>
one buck	ten <u>bucks</u>
one spoon	two <u>spoons</u>

45

The Campsite

1. Sa-nj picked Kate and Do-ba up in his ...
- car.
 - cab.
 - truck.

Page 22

2. The land is good for ...
- camp-ing.
 - farm-ing.
 - swim-m-ing.

Page 22

3. What did Kate un-pack at the camp-site?
- She un-packed sleep-ing bags and tents.
 - She un-packed tents and games.
 - She un-packed sleeping bags and games.

Page 24

Directions: Have students read the story and answer the questions.



Directions: Have students reread the end of the story or copy their favorite sentences from the end of the story.

Answers may vary.

Sort the words by their spellings for /t/.

time	un-til	sit	truck
cut	baked	bitter	cutting
parked	sift-ing	ripped	hoped
/t/ → 't'	/t/ → 'tt'	/t/ → 'ed'	
time	sitting	parked	
cut	bitter	baked	
until	cutting	ripped	
sit		hoped	
truck			

Can you see the spelling pattern? Fill in the chart.

Root Word	-er Word	-est Word
wet	wett-er	wett-est
hot	hotter	hottest
short	shorter	shortest
fit	fitter	fittest
round	rounder	roundest

NAME: _____ DATE: _____ 11.2 Activity Page

Directions: Have students first read each sentence to determine which ending punctuation should be added in the box. Then have students rewrite the sentence to include correct punctuation and capitalization.

1. do-ba, what is that ?

Doba, what is that?

2. that sounds like fun !

That sounds like fun!

3. what sort of coin is it ?

What sort of coin is it?

4. it is a Span-ish coin .

It is a Spanish coin.

Skills 5 53

5. when was the coin made ?

When was the coin made?

6. the coin is from the six-teen hun-dreds .

The coin is from the sixteen hundreds.

7. "Yippee !" I shout-ed.

"Yippee!" I shouted.

8. I am rich !

I am rich!

Skills 5 54

NAME: _____ DATE: _____ 12.1 Activity Page

Sort the words by their spellings for /d/.

down	could	duck	add
trimmed	shred	shredding	wedding
odd	hide	said	planned

/d/ → 'd'

down odd shred wedding said

/d/ → 'dd'

could shredding add

shred odd wedding planned

Skills 5 59

Can you see the spelling pattern? Fill in the chart.

Root Word	-er Word	-est Word
mad	madd-er	madd-est
sad	sadder	saddest
hard	harder	hardest
red	redder	reddest
loud	louder	loudest

Skills 5 60

Sa-ni's Story

1. What did Sa-ni do af-ter dinn-er?
- Sa-ni went to bed af-ter dinn-er.
 - Sa-ni shared a tale af-ter dinn-er.
 - Sa-ni went home af-ter dinn-er.

Page 26

2. Who is Spi-der Wo-man?
- Spi-der Wo-man is a wo-man who bakes.
 - Spi-der Wo-man is a wo-man who climbs.
 - Spi-der Wo-man is a wo-man who helps.

Page 26

3. How did the boy get to the top of Spi-der Rock?
- The boy walked up the rocks.
 - The boy used a ladder.
 - The boy used a silk rope.

Page 30

Directions: Have students read the story and answer the questions.

Skills 5

61

4. How did the boy get the silk rope?

The silk rope fell from the top of Spider Rock.

Page 30

5. Why was Sa-ni glad that Kate and Gad liked the stor-y?

Sa-ni said the Na-va-jo like to tell stories about the Spi-der Wo-man.

Page 31

62

Skills 5

muff-ins	gin-ger	af-ter	stage
off	leg-end	traff-ic	match-es

1. Will you munch on ginger snaps af-ter dinn-er?
2. We were late be-cause of traffic.
3. James made muffins to share with his pals.
4. I can go to-day after class.

Skills 5

65

muff-ins	gin-ger	af-ter	stage
off	leg-end	traff-ic	match-es

5. The man sang on the stage.
6. I must get off the bus!
7. Do-ba shared a legend with us.
8. Do you need saddest for the fire?

66

Skills 5

Directions: Have students read the sentences to determine which punctuation to add to the first five items. Students should then create their own questions, exclamations, and statements.

1. The kitt-en sleeps .
2. I can't sleep because my bug bites itch .
3. Will the chicks hatch soon ?
4. Do not yell .
5. Roger can cook .
6. Answers may vary. _____?
7. Answers may vary. _____!
8. Answers may vary. _____.

The Visit

Fill in the _____ with words from the box.

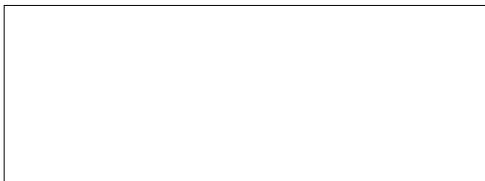
tree	pots and pans	-pack-
tents	lan-tern	

1. They stuffed the food in-to a large pack.
2. They kept the food pack up in a tree.
3. They all went to sleep in their tents.
4. The loud clatt-er of pots and pans woke them up.

5. To see in the dark, they used a lantern.
6. Why did Sa-ni hoist the food up in the tree?
Because foxes and raccoons would like to snack on it.

Page 32

7. Draw one of the parts of "The Vis-it."



verbs	van	serve	riv-er
twelve	vote	nev-er	vet

Directions: Have students complete the sentences with the words from the box.

1. Run and jump are verbs.
2. When I was twelve, I went to camp.
3. She will serve you a big snack.
4. We took the dog to the vet.

Directions: Have students complete the sentences with the words from the box.

verbs van serve riv·er
twelve vote nev·er vet

5. I went swimm·ing in the
 river .
6. You never can tell!
7. Will you vote for me?
8. Can we drive to the park in the
 van ?

NAME: _____ DATE: _____ 14.2 Activity Page

The Hike

1. When did Gad and Kate dig up the bone?
- Gad and Kate dug up the bone in the morn·ing.
 - Gad and Kate dug up the bone af·ter lunch.
 - Gad and Kate dug up the bone af·ter dinn·er.
- Page 38
2. What did Gad and Kate use to dig out the bone?
- Gad and Kate used forks.
 - Gad and Kate used spoons.
 - Gad and Kate used hamm·ers.

Directions: Have students reread the story and answer the questions.

Page 40

3. How long was the bone?
- The bone was one foot long.
 - The bone was two feet long.
 - The bone was three feet long.

Page 42

4. Who needs to look at the bone to tell Gad and Kate the sort of bone it is?

An expert needs to look at the
bone to tell Gad and Kate the sort
of bone it is.

Page 44

NAME: _____ DATE: _____ 16.1 Activity Page

The box had red wrapp·ing on it. (2)

red wrapping

1. I like to vis·it the rep·tile room. (2)

reptile room

2. They wrapped my cast in the wrong fab·ric. (3)

wrapped wrong

fabric

3. I got a ride up the ramp. (2)

ride ramp

Directions: Have students read the sentence and circle the spellings that stand for the /r/ sound. At the end of each sentence is the amount of times the /r/ sound occurs.

4. My name is writt-en in the book. (1)

written

5. I took a long trip with my pal Rex. (2)

trip Rex

6. We hiked on the red rocks. (2)

red rocks

7. I am not wrong! (1)

wrong

8. Do not wreck the room! (2)

wreck room

82

Skills 5

NAME: _____ 17.1 Activity Page
DATE: _____

The Bone Man

1. Who is Ron Fitch?

- Ron Fitch is a pal of Do-ba's.
- Ron Fitch is an ex-pert on coins.
- Ron Fitch is an ex-pert on bones.

Page 46

2. What did Gad tell Kate a rap-tor is?

- The rap-tor is the cool-est in-sect of all time.
- The rap-tor is the cool-est rep-tile of all time.
- The rap-tor is the cool-est dog of all time.

Page 48

3. Which word is the noun in "the cool-est rep-tile"?

reptile

Directions: Have students reread the story and answer the questions.

Skills 5

85

4. Why is it so cool that Kate and Gad found a rap-tor bone?

It is so cool because a raptor is

extinct and there are not a lot of

bones left.

Page 50

5. What should Kate and Gad do with the rap-tor bone?

Answers may vary.

86

Skills 5

NAME: _____ 17.4 Take Home
DATE: _____

Dear Family Member,

Please have your student complete the sentences with the words from the box.

morn-ing bigg-est stretch-ed kitch-en
scratch-ing large rocks batch

1. Out West there are hills and red

rocks.

2. We went for a hike in the

morning.

3. We dug up a large bone that was three feet long.

4. It was the biggest bone I had ev-er seen!

Skills 5

91

morn-ing bigg-est stretch-ed kitch-en
 scratch-ing large rocks batch

- I can't stop scratching my bug bite!
- Is Dad cook-ing in the kitchen ?
- I made a big batch of sweets!
- I stretched out my arms to get the book.

NAME: _____ 19.1 Activity Page
 DATE: _____

Sort the words by their spell-ings for /l/.

long	like	large
solve	all	smell
look	sleeve	well
still	latch	skill

// → 'l' // → 'll'

long still

solve all

look smell

like well

sleeve skill

latch

large

NAME: _____ 20.2 Activity Page
 DATE: _____

Two Good Things and One Bad Thing

- What sort of bone did Gad and Kate dig up?

Gad and Kate dug up a raptor bone.

Page 52

- Why can't Gad and Kate keep the bone?

Gad and Kate can't keep the bone because there is a law that says they can't keep it.

Page 54

Directions: Have students reread the story and answer the questions.

- What will Ron Fitch do next?

Ron Fitch will keep the bone and dig up the rest of the bones.

Page 54

- What name would you pick for the rap-tor? Why?

Answers may vary.

Directions: Have students read each sentence and the two word choices provided for the blank. Tell students to pick the best choice for each sentence and write it in the blank.

1. We _____ hoisted _____ the food up the tree.
(hoist-ed, plant-ed)
2. I flipped off my _____ lantern _____ and went to sleep.
(lett-er, lan-tern)
3. She was _____ scratching _____ a large bug bite.
(scratch-ing, stuff-ing)
4. Sa·ni made Do·ba and Kate an _____ offer _____ to take them camping.
(clatt-er, off-er)

Directions: Have students read each sentence and the two word choices provided for the blank. Tell students to pick the best choice for each sentence and write it in the blank.

5. Sa·ni had _____ matches _____ for the fire.
(match-es, mag-ic)

The Big Dig

Directions: Have students reread the story and answer the questions.

1. In order to get the bones out, the diggers have to . . .
 - blast a hole in-to the cliff.
 - get big-ger tools soon.
 - cut the cliff up in-to large blocks of rock.

Page 56

2. How will the plas-ter keep the bones safe?

The plaster will keep the bones safe by keeping them from cracking.

Page 56

3. What tools will they use at the lab to get the bones out of the blocks?

They use brushes and sharp picks to get the bones out of the blocks.

Page 58

4. What did Kate name the rap-tor?

Kate named it Gad.

Page 60

NAME: _____ 22.1 Assessment
DATE: _____

1. switch swap swim swish

2. cash catch cans caps

3. stretch such straps stitch

4. hem germ gem chin

5. ginger gen·der gin·seng grates

6. ditch dig·it date digs

7. plunge lunge pluck plug

8. shall·ot chipp·er chall·enge champ

Skills 5

111

9. lunge large lake lunch

10. sops solve sipped sol·vent

11. carve cave calves can't

12. twin dwell teen twelve

13. ride write rip ripe

14. wrap rant lap rag

15. wring rig wrist ramp

112

Skills 5

NAME: _____ 22.2 Assessment
DATE: _____

Directions: In Part I, have students circle the noun(s) and underline the verb with a squiggly line. In Part II, have students write a question mark, exclamation point, or a period to complete the sentence. In Part III, have students add an adjective and/or a location in order to expand the sentences. In Part IV, students should write the plural form of each noun and also the past tense and -ing form of each verb.

Part I:

Max digs.

1. Kate swims.

2. Frogs hop.

3. The dog barks.

4. Jane ate a hot dog.

5. Those child·ren run fast.

Part II:

Why is it cold ?

1. Do you like to shoot bas·kets ?

2. I can write my name .

3. Can your dog fetch sticks ?

4. When is dinner ?

5. Catch it !

Skills 5

113

Part III:

1. My sis·ter runs.

Answers may vary.

2. Gran bakes.

Answers may vary.

3. Gin·ger helps.

Answers may vary.

4. The dogs dig.

Answers may vary.

5. Max sings.

Answers may vary.

114

Skills 5

- Part IV:** _____
- One paw, five paws
- One box, three boxes
 - One wrist, five wrists
 - One gem, nine gems
 - One stitch, ten stitches
 - One kiss, three kisses

Root word	-ed	-ing
jump	jumped	jumping
rub	rubbed	rubbing
pop	popped	popping
hunt	hunted	hunting
nap	napped	napping

The Scoop

- What did the TV man ask Gad and Kate?
 - Can we see the bone?
 - Can we shoot the rocks?
 - Can we shoot some film of you?

Page 62

- How did Gad feel when the TV man spoke to him?

Gad felt scared when the TV man spoke to him because he jumped back a bit and muttered.

Page 66

Directions: Have students read the story and answer the questions.

- The man got a close-up of . . .
 - the rap-tor in the side of the cliff.
 - Gad and Kate with their forks.
 - Ron Fitch, the bone man.

Page 68

- What did the TV man ask Kate?

The TV man asked Kate if she could tell it was a bone when she saw it.

Page 68

- gem 3 gem
- shelves 5 shelves
- pitcher 4 pitcher
- wrecks 4 wrecks
- bulge 4 bulge
- carve 3 carve
- merge 3 merge
- wrapper 4 wrapper

Directions: Have students circle the sounds in each word. Then have students count the sounds in the word and write the number in the box. Have students then write the word on the line following the box.

9. sleeves 5 sleeves

10. filled 4 filled

11. scatter 5 scatter

12. itch 2 itch

13. serve 3 serve

14. larger 4 larger

15. germs 4 germs

16. blubber 5 blubber

120 Skills 5

NAME: _____ DATE: _____ PP.6 Activity Page

Mark the words that are said and write them on the lines.

1. age page page

2. pitch patch patch

3. twelve elves twelve

4. write wrote write

5. barge large barge

6. gem jam gem

7. kitch-en kitt-en kitten

8. Marge merge merge

9. nerve never nerve

10. wring wrong wrong

129 Skills 5

NAME: _____ DATE: _____ PP.7 Activity Page

Yes or no? Write *yes* or *no* on the lines.

1. Is ketch-up a game? no

2. Is twelve larg-er than nine? yes

3. Is your wrist part of your leg? no

4. Do you sleep in the kitch-en? no

5. Do hors-es have hooves? yes

6. Do cats hatch out of eggs? no

7. Is a germ larg-er than a bug? no

8. Can a bird catch a bug? yes

131 Skills 5

NAME: _____ DATE: _____ PP.10 Activity Page

Mark the words that are said.


1 starve starv starf	2 larg large larch
3 rist rrist wrist	4 cage cag catch
5 mach match mash	6 swich switch swig
7 rong rrong wrong	8 solf solv solve

137 Skills 5


NAME: _____ DATE: _____ PP.11 Activity Page

In the box are six words. Write them on the correct lines.


match·es	carve	ketch·up
gems	hooves	mag·ic




 hooves




 ketchup




 gems



 matches



 magic




 carve


Skills 5 139

NAME: _____ DATE: _____ PP.12 Activity Page


Write the words on the correct lines.


 1. mag·ic _____


 magic


 2. kitch·en _____


 kitchen


 3. hatch _____


 hatch


 4. large _____

 large


 5. twelve _____

 twelve



Skills 5 141

NAME: _____ DATE: _____ PP.13 Activity Page

Fill in the _____.

- He plunged in-to the pool.
- We can solve the problem.
- The dog fetches the stick.
- The beeping sound got on my nerves.
- Germs can make you sick.
- Will you write me a lett-er?
- What is on the next page?
- Who is the best pitcher?

Skills 5 143

NAME: _____ DATE: _____ PP.16 Activity Page

gem

↑

g

↓

gum

glad

dog

/g/ as in got

↑

↓

gem

germ

/j/ as in gem

↑

↓

Sound out the words with the lines under them. Is the 'g' sounded /g/ as in got or /j/ as in gem? Write the words in the correct space.

	/g/ as in got	/j/ as in gem
1. The film had a tragic ending. It was so sad!		tragic
2. An ant is a bug.	bug	
3. Mom made a batch of ginger snaps.		ginger
4. We have a gas stove in our kitchen.	gas	
5. Who is your best pal? Roger is.		Roger
6. She sent me a get-well card.	get-well	

Skills 5 149

Sound out the words with the lines under them. Is the 'g' sounded /g/ as in *got* or /j/ as in *gem*? Write the words in the correct space.



	/g/ as in <i>got</i>	/j/ as in <i>gem</i>
1. A stone that costs a lot is a <u>gem</u> .		<u>gem</u>
2. She <u>g</u> asped when she saw the snake.	<u>g</u> asped	
3. My arms are shorter than my <u>g</u> legs.	legs	
4. Scrub your hands to get rid of <u>g</u> erms.		germs
5. A lot of plants are <u>g</u> reen.	green	
6. You cannot bend wood. It is <u>g</u> rigid.		rigid

150

Skills 5

NAME: _____ DATE: _____ PP.18 Activity Page

Directions: Have students copy the sentences and circle the noun and draw a squiggly line under the verb in each copied sentence.

- My wrist bends.
My wrist bends.
- The art-ist carves.
The artist carves.
- The dogs fetch.
The dogs fetch.
- Its hooves clop.
Its hooves clop.
- His skin itch-es.
His skin itches.

Skills 5

153

- Marge sings.
Marge sings.
- Men charge.
Men charge.
- Her sleeve rips.
Her sleeve rips.
- The man stretch-es.
The man stretches.
- Mom writes.
Mom writes.

154

Skills 5

NAME: _____ DATE: _____ PP.24 Activity Page

We Are TV Stars

- Where were Kate and Gad when they saw them-selves on TV?
The kids were in Doba's cabin when they saw themselves on TV.
- What did the TV man ask Kate?
 - Where did you spot the coin?
 - What's your name?
 - Where is your Do-ba?

Page 70

Page 72

Directions: Have students read the story and answer the questions.

Skills 5

165

3. What did the TV man ask Gad?

The TV man asked Gad where they spotted the bone.

Page 7

4. Have you ever seen yourself or a pal on TV?

Answers may vary.

166

Skills 5

NAME: _____ PP.25 Activity Page

DATE: _____

Do·ba's Book

1. What sort of book did Do·ba have?

- She had a picture book.
- She had a comic book.
- She had a western.

Page 76

2. How did Do·ba feel when she got to the end of the book?

Doba felt sad when she got to the end of the book.

Page 77

Directions: Have students read the story and answer the questions.

Skills 5

167

3. Why did Do·ba take her book to the book shop?

Doba took her book to the book shop because the man who wrote it was at the book shop. She wanted to meet him.

Page 74



Directions: In the box, have students illustrate a part of the story and write a caption below.

168

Skills 5

NAME: _____ PP.26 Activity Page

DATE: _____

The Book Shop

1. Who is Si·mon Chee?

- Si·mon Chee writes Na·va·jo books.
- Si·mon Chee is Do·ba's pal.
- Si·mon Chee is a bone man.

Page 78

2. What did Kate ask Mister Chee?

Kate asked Mister Chee how hard it was to write his book.

Page 79

Directions: Have students read the story and answer the questions.

Skills 5

169

3. What sort of book would Kate like to make?

Kate would like to make a bones
and coins sort of book.

Page 80

4. Who will make the pic-tures for Kate's book?

- Kate will make the pic-tures.
- Si-mon will make the pic-tures.
- Do-ba will make the pic-tures.

Page 80

NAME: _____ PP.27 Activity Page

DATE: _____

We Make a Book

1. Who helped Kate with her spelling?

Gad helped Kate with her spelling
because he is the best speller in
his class.

Page 82

2. Who made the art for the book?

Doba made the art for the book
because she is an artist.

Page 84

Directions: Have students read the story and answer the questions.

3. Use the lines to write a letter to Kate.

Answers may vary.

Appendix: Using Chunking to Decode Multisyllable Words

Mastering the various letter-sound correspondences taught in this program will enable students to read one-syllable words with ease. However, knowing these individual letter-sound correspondences is no guarantee that students will be able to apply this knowledge in reading multisyllable words. To this end, most students will benefit from additional instruction in learning to recognize, chunk and read parts of words—syllables—as a way to decode longer words.

When students first encounter two-syllable words in Grade 1 materials, a small dot is used as a visual prompt or cue between the syllables (e.g., *sun·set*). This is done in both the Activity Books and Readers. The dot is intended to visually break the word into two chunks, each of which can then be sounded out separately. As Grade 1 progresses, the dot is eliminated and students are expected to begin visually chunking parts of longer words on their own.

Starting in Grade 1, this program introduces the decoding of two-syllable words by having students work first with two-syllable compound words (e.g., *cat·fish*, *cup·cake*, *pea·nut*, *drive·way*). For compound words, the dot is placed between the two component words. These are among the easiest two-syllable words to chunk and decode because each syllable of a compound word is already a familiar spelling pattern students have encountered in reading one-syllable words. In addition, each syllable or chunk is also frequently recognizable as a word part that has semantic familiarity.

In addition to learning to decode two-syllable compound words, Grade 1 students also tackle two-syllable words that consist of a root word with a simple suffix (e.g., *yawn·ing*, *hunt·er*, *bust·ed*). The dot is typically placed immediately before the suffix. However, for words that contain double-letter spellings for consonants, in this program, the divider is typically placed after the double-letter spelling rather than between the two consonants (e.g. *batt·ed*, *bigg·er*, *bunn·y*). Teachers familiar with other ways to chunk or divide syllables may initially find this odd. This is done, however, because the double-letter spellings have been taught as single-spelling units since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.). This program strives to be consistent in representing these spellings in the way that the students have been taught to process them (e.g., as whole entities for a sound). (Ultimately, as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as *batt·ed* or *bat·ted*.) Most students find chunking and decoding these two-syllable words consisting of root words and suffixes relatively easy.

A greater challenge is encountered when chunking and decoding other types of multisyllable words. To be successful in decoding these longer words, it is helpful if teachers and students recognize certain syllable types. Most reading specialists identify six different syllable types:

Note: Syllables exemplifying each type are underlined.

- **Closed Syllables (CVC, VC, CCVCC, etc.)—always associated with a “short” vowel sound (e.g., /a/, /e/, /i/, /o/, /u/):** *let, pad, rod, tin, fun, pic·nic, un·til*
- **Magic ‘E’ Syllables (V-C-E)—always associated with a “long” vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/):** *cake, home, like, mule, Pete, mis·take, stom·pede*
- **Vowel Digraph Syllables:** *joint, speak, proud, play, dis·may, be·low, coun·sel*
- **R-Controlled Syllables:** *art, curb, girl, fort, clerk, tur·nip, ar·tist, fe·ver*
- **Open Syllables (V or CV)—always associated with a “long” vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/):** *go, me, hi, a·pron, fi·nal, com·pre·hend*
- **Consonant–LE Syllables (C–LE):** *sim·ple, puz·zle, raf·fle, ca·ble, ri·fle*

In addition, it is also helpful to designate one additional syllable type:

- **Schwa Syllables:** *ben·e·fit, ap·pe·tite, a·bout, hos·pit·al, e·mo·tion*

Note: The Consonant–LE Syllable is also a schwa syllable, but it is distinguished separately because of the way this spelling is chunked when dividing words into syllables.

To be clear, in order to decode words, students do not need to identify syllables by these names. The names of the syllable types are provided here only to establish a common vocabulary for teachers as they use the materials. What is necessary, however, for students to become fluent readers of longer words in increasingly complex text is that they be able to visually parse certain spelling patterns as syllable chunks so they can quickly and easily decode each syllable.

The first type of two-syllable word pattern to which students are introduced is the closed syllable pattern in two-syllable words. These two-syllable words are also relatively easy for students to chunk and recognize as an example of the familiar CVC, VC, CCVCC, etc., spelling pattern they encountered in one-syllable words in Kindergarten.

Two closed syllables in a word are divided as follows:

- When two different consonants stand between two vowels, the syllables are divided between the consonants, creating one or more closed syllables.

ad · mit

nap · kin

trum · pet

- For words that contain double-letter spellings for consonants, the divider is typically placed after the double-letter spelling rather than between the consonants. As noted earlier, this is one because the double-letter spellings have been taught as single spelling units since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.).

traff · ic

muff · in

happ · en

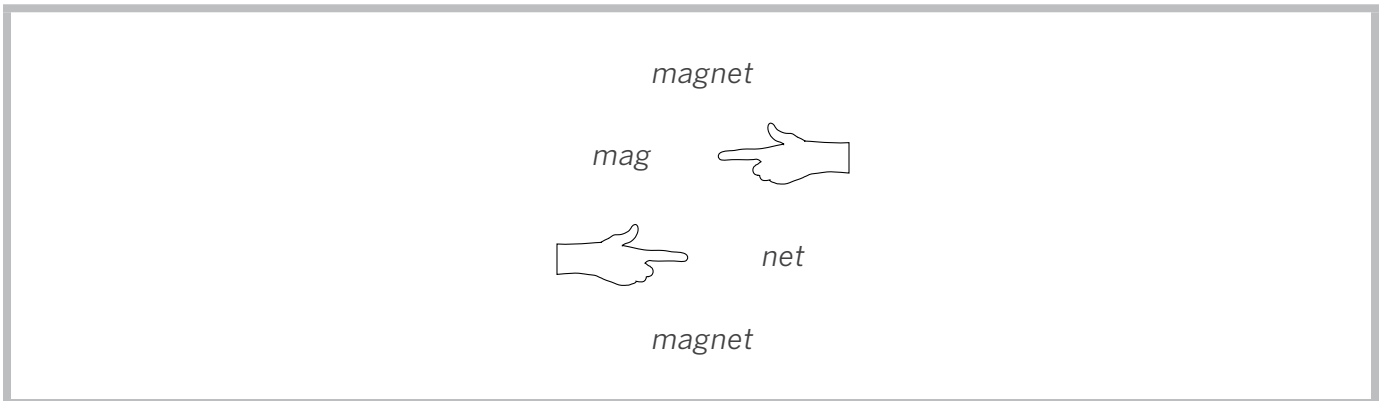
- When there are three consonants between two vowels, in general, the word is divided so the first consonant goes with the first vowel and the other two consonants with the second vowel.

mon · ster

con · tract

pil · grim

When students have difficulty reading a two-syllable word, you may find it useful to use your finger to cover the second syllable, revealing only the first syllable for them to read. Once students read the first syllable, the second syllable can be uncovered and read. If necessary, you can then model for students how to blend the two syllables aloud:



In Grade 1, students will encounter other two-syllable words with various combinations of the magic 'E' syllable, the vowel digraph syllable, the r-controlled vowel syllable, and the closed syllable.

- Chunking these syllable types follows the same patterns for division as noted above for closed syllables:

tar · get

for · get

es · cape

ig · loo

scoun · drel

char · coal

In Grade 2, students are introduced to more challenging multisyllable words.

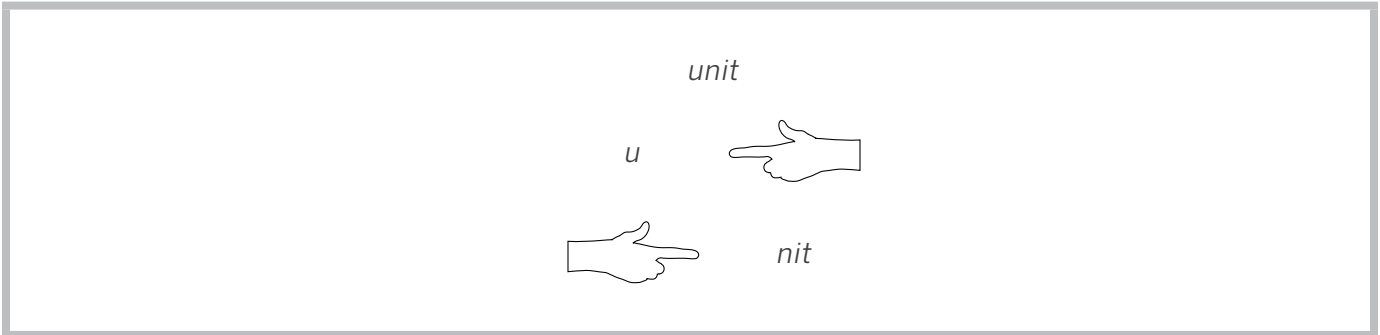
Two-syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility when they encounter an unfamiliar word.

- When only one consonant stands between two vowels, first divide the word in front of the consonant and sound it out as an open syllable:

pu · pil

vi · rus

mo · ment



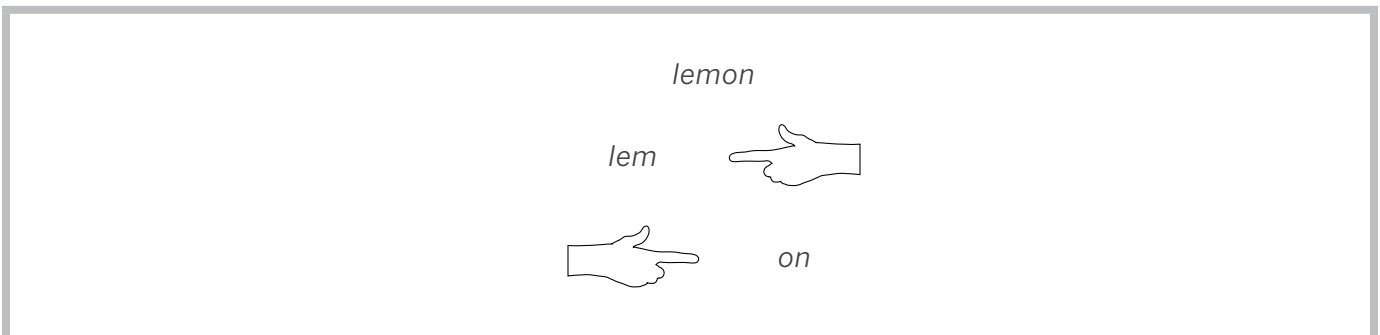
However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding the word each way—before and/or after the consonant—to determine whether they recognize a familiar word as they sound out each possibility. In order to recognize whether a word is familiar when sounded either way, the word must be one that the student has heard before (i.e., the word must be in the student’s oral vocabulary). Obviously, this will represent an additional challenge for students who have a limited vocabulary and/or for whom English is a second language.

- If the word divides after the consonant, a closed syllable is created:

cam · el

mel · on

pun · ish



In Grade 2, students are also introduced to Consonant–LE Syllables. Chunking these words into syllables is fairly straightforward.

- When a word ends in Consonant–LE, the word is divided in front of the consonant, creating a first syllable that may be an open, closed or even r-controlled syllable, depending on the other spellings in the words

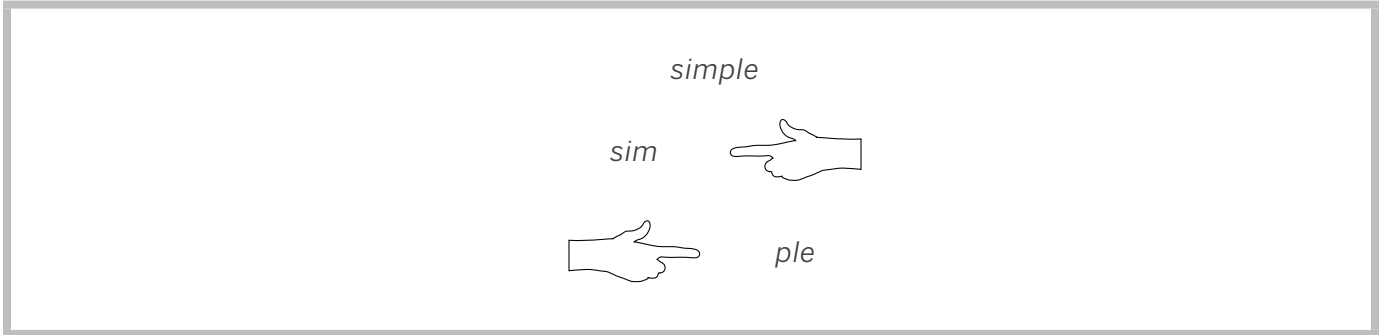
ban · gle

twin · kle

sta · ble

cra · dle

tur · tle



In the later part of Grade 2, students are introduced to syllables in which various spellings represent the schwa sound. English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound that linguists call a schwa. This happens in many English words. Spellings for the schwa sound include 'a', 'e', 'al', 'il', 'el' and 'tion'. Chunking and decoding words that include the schwa sound can be quite challenging for many students.

- Syllables with a schwa sound are divided in different ways, recognizing that the syllable with the schwa sound has a particular spelling:

a · bout

de · pos · it

med · al

e · vil

nick · el

lo · tion

As noted earlier, the Consonant–LE Syllable is actually a schwa syllable, but it is identified separately because of the way this spelling is chunked when dividing words into syllables.

- Finally, while students encountered some simple root words and affixes in Grade 1, they study prefixes, suffixes, and root words in much greater depth and are taught to chunk syllables accordingly throughout the entire year of Grade 3 instruction.

pre · tend

non · sense

tri · cycle

re · peat

self · ish

sad · ness

help · less

By combining the specific code knowledge of letter-sound spellings taught in Kindergarten—Grade 3, with the ability to chunk multisyllable words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Skills 5

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;	
TEKS 1.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound	U5: p. 11, U5: p. 14, U5: p. 124, U5: p. 127
TEKS 1.2.A.iii	distinguishing between long and short vowel sounds in one-syllable words	
TEKS 1.2.A.iv	recognizing the change in spoken word when a specified phoneme is added, changed, or removed	
TEKS 1.2.A.v	blending spoken phonemes to form onesyllable words, including initial and/or final consonant blends	U5: p. 47, U5: p. 51, U5: p. 239, U5: p. 241
TEKS 1.2.A.vi	manipulating phonemes within base words	U5: p. 36, U5: p. 39
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	U5: p. 23, U5: p. 26, U5: p. 36, U5: p. 39, U5: p. 66, U5: p. 69, U5: p. 78, U5: p. 81, U5: p. 124, U5: p. 127, U5: p. 148, U5: p. 151, U5: p. 160, U5: p. 163, U5: p. 182, U5: p. 186, U5: p. 239, U5: p. 241
(B) demonstrate and apply phonetic knowledge by: U5: p. 36, U5: p. 39		
TEKS 1.2.B.i	decoding words in isolation and in context by applying common letter-sound correspondences	U5: p. 11, U5: p. 14, U5: p. 23, U5: p. 30, U5: p. 47, U5: p. 51, U5: p. 78, U5: p. 81, U5: p. 89, U5: p. 93, U5: p. 102, U5: p. 105, U5: p. 114, U5: p. 118, U5: p. 124, U5: p. 127, U5: p. 148, U5: p. 151, U5: p. 160, U5: p. 163, U5: p. 182, U5: p. 186, U5: p. 197, U5: p. 200, U5: p. 221, U5: p. 224
TEKS 1.2.B.ii	decoding words with initial and final consonant blends, digraphs, and trigraphs	U5: p. 58, U5: p. 61, U5: p. 62, U5: p. 66, U5: p. 69, U5: p. 70, U5: p. 71, U5: p. 72, U5: p. 114, U5: p. 118, U5: p. 148, U5: p. 151, U5: p. 249, U5: p. 251
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	U5: p. 58, U5: p. 61, U5: p. 62, U5: p. 66, U5: p. 75, U5: p. 77, U5: p. 114, U5: p. 118, U5: p. 239, U5: p. 241, U5: p. 249, U5: p. 251
TEKS 1.2.B.iv	using knowledge of base words to decode common compound words and contractions	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Skills 5		Correlation—Teacher’s Guide
TEKS 1.2.B.v	decoding words with inflectional endings including -ed, -s, and -es	U5: p. 11, U5: p. 16, U5: p. 23, U5: p. 28, U5: p. 36, U5: p. 42, U5: p. 58, U5: p. 62, U5: p. 124, U5: p. 127, U5: p. 135, U5: p. 138, U5: p. 239, U5: p. 241
TEKS 1.2.B.vi	identifying and reading at least 100 high-frequency words from a research-based list	U5: p. 23, U5: p. 26, U5: p. 89, U5: p. 93, U5: p. 96, U5: p. 100, U5: p. 114, U5: p. 118, U5: p. 160, U5: p. 163, U5: p. 182, U5: p. 194, U5: p. 195, U5: p. 231, U5: p. 234
(C) demonstrate and apply spelling knowledge by:		
TEKS 1.2.C.i	spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and rcontrolled syllables	U5: p. 11, U5: p. 16, U5: p. 20, U5: p. 58, U5: p. 60, U5: p. 114, U5: p. 117, U5: p. 173, U5: p. 175
TEKS 1.2.C.ii	spelling words with initial consonant digraphs	U5: p. 114, U5: p. 117, U5: p. 173, U5: p. 175
TEKS 1.2.C.iii	spelling words using sound-spelling patterns	U5: p. 66, U5: p. 75, U5: p. 102, U5: p. 108, U5: p. 124, U5: p. 130, U5: p. 173, U5: p. 175, U5: p. 182, U5: p. 194, U5: p. 210, U5: p. 213, U5: p. 231, U5: p. 233, U5: p. 239, U5: p. 241
TEKS 1.2.C.iv	spelling high-frequency words from a research-based list	U5: p. 23, U5: p. 26, U5: p. 66, U5: p. 75
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	
(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 clarify word meanings.	
TEKS 1.3.C	identify the meaning of words with the affixes -s, -ed, and -ing	U5: p. 11, U5: p. 16, U5: p. 23, U5: p. 28, U5: p. 36, U5: p. 42, U5: p. 124, U5: p. 127, U5: p. 135, U5: p. 138
TEKS 1.3.D	identify and use words that name actions, directions, positions, sequences, categories, and locations	
(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	U5: p. 47, U5: p. 53, U5: p. 66, U5: p. 71, U5: p. 78, U5: p. 85, U5: p. 89, U5: p. 96, U5: p. 102, U5: p. 109, U5: p. 114, U5: p. 119, U5: p. 135, U5: p. 142, U5: p. 148, U5: p. 154, U5: p. 160, U5: p. 167, U5: p. 173, U5: p. 176, U5: p. 197, U5: p. 200, U5: p. 221, U5: p. 227, U5: p. 231, U5: p. 236, U5: p. 239, U5: p. 244, U5: p. 249, U5: p. 253
(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 5

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	U5: p. 148, U5: p. 154, U5: p. 197, U5: p. 200
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	U5: p. 114, U5: p. 119, U5: p. 135, U5: p. 142, U5: p. 148, U5: p. 154, U5: p. 197, U5: p. 200
TEKS 1.6.G	evaluate details to determine what is most important with adult assistance	U5: p. 30, U5: p. 47, U5: p. 53, U5: p. 78, U5: p. 85, U5: p. 135, U5: p. 142, U5: p. 197, U5: p. 200, U5: p. 221, U5: p. 227
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	U5: p. 23, U5: p. 30, U5: p. 47, U5: p. 53, U5: p. 89, U5: p. 96, U5: p. 102, U5: p. 109, U5: p. 160, U5: p. 167, U5: p. 231, U5: p. 236, U5: p. 239, U5: p. 244, U5: p. 249, U5: p. 253
TEKS 1.7.D	retell texts in ways that maintain meaning	U5: p. 114, U5: p. 119
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	
(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	
TEKS 1.8.C	describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently	U5: p. 66, U5: p. 71
TEKS 1.8.D	describe the setting	U5: p. 47, U5: p. 53

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Skills 5

Correlation—Teacher’s Guide

(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	U5: p. 173, U5: p. 177
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 thirdperson texts	
TEKS 1.10.E	listen to and experience first- and thirdperson 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	U5: p. 182, U5: p. 190, U5: p. 197, U5: p. 204
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(B) develop drafts in oral, pictorial, or written form by:

TEKS 1.11.B.i	organizing with structure	U5: p. 182, U5: p. 190, U5: p. 197, U5: p. 204
TEKS 1.11.B.ii	developing an idea with specific and relevant details	U5: p. 182, U5: p. 190, U5: p. 197, U5: p. 204
TEKS 1.11.C	Revise drafts by adding details in pictures or words.	U5: p. 210, U5: p. 216, U5: p. 221, U5: p. 226

(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	U5: p. 58, U5: p. 62
TEKS 1.11.D.iii	singular, plural, common, and proper nouns	U5: p. 249, U5: p. 252

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Skills 5		Correlation—Teacher’s Guide
TEKS 1.11.D.iv	adjectives, including articles	U5: p. 210, U5: p. 214, U5: p. 231, U5: p. 235, U5: p. 249, U5: p. 252
TEKS 1.11.D.v	adverbs that convey time	
TEKS 1.11.D.vi	prepositions	U5: p. 210, U5: p. 214, U5: p. 221, U5: p. 226, U5: p. 249, U5: p. 252
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”	U5: p. 58, U5: p. 62, U5: p. 78, U5: p. 83, U5: p. 124, U5: p. 130, U5: p. 148, U5: p. 153, U5: p. 210, U5: p. 216
TEKS 1.11.D.ix	punctuation marks at the end of declarative, exclamatory, and interrogative sentences	U5: p. 36, U5: p. 42, U5: p. 58, U5: p. 62, U5: p. 78, U5: p. 83, U5: p. 124, U5: p. 130, U5: p. 148, U5: p. 153, U5: p. 160, U5: p. 166, U5: p. 210, U5: p. 216, U5: p. 249, U5: p. 252
TEKS 1.11.D.x	correct spelling of words with gradeappropriate orthographic patterns and rules and high-frequency words with adult assistance	U5: p. 210, U5: p. 216, U5: p. 231, U5: p. 233
TEKS 1.11.E	publish and share writing	U5: p. 197, U5: p. 204, U5: p. 207
(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	U5: p. 197, U5: p. 204, U5: p. 205
(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 5

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	U5: p. 192
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	U5: p. 28, U5: p. 94, U5: p. 107, U5: p. 139, U5: p. 187, U5: p. 225
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	U5: p. 69

(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	U5: p. 94, U5: p. 107, U5: p. 187, U5: p. 225
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	U5: p. 69
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	U5: p. 17, U5: p. 63
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 5		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	U5: p. 14, U5: p. 18, U5: p. 69, U5: p. 106
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	
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	
<p>(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:</p>		
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	U5: p. 17
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	U5: p. 178, U5: p. 255
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	U5: p. 203, U5: p. 235
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 content-based vocabulary during extended speaking assignments	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Skills 5		Correlation—Teacher’s Guide
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 gradeappropriate academic topics	U5: p. 178, U5: p. 192
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	
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	U5: p. 18
<p>(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:</p>		
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	
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 topicrelated 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	
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	U5: p. 33, U5: p. 56, U5: p. 74, U5: p. 99, U5: p. 112, U5: p. 144, U5: p. 157, U5: p. 169, U5: p. 229, U5: p. 246
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Skills 5		Correlation—Teacher’s Guide
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	U5: p. 99, U5, p. 121, U5: p. 144, U5: p. 157, U5: p. 169, U5: p. 229, U5: p. 246, U5: p. 255
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	
<p>(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:</p>		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	U5: p. 94, U5: p. 107, U5: p. 187
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	U5: p. 192
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	U5: p. 63
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	U5: p. 63, U5: p. 84, U5: p. 132, U5: p. 154
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	U5: p. 215
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	U5: p. 45
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	U5: p. 121, U5: p. 207, U5: p. 236

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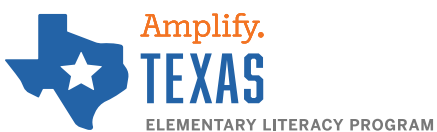
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Grade 1 | Skills 5 | Teacher Guide

ISBN 9781683919407



5

Grade 1

Skills 5 | Activity Book

Grade 1

Skills 5

Activity Book

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Skills 5

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 5. 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 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

Can you see the spelling pattern? Fill in the chart.

Root Word	<i>-ed</i> Word	<i>-ing</i> Word
sip	sipped	sipp·ing
slip		
drop		
clap		
stamp		
hop		
step		
jump		
lap		

NAME: _____

DATE: _____

1.2

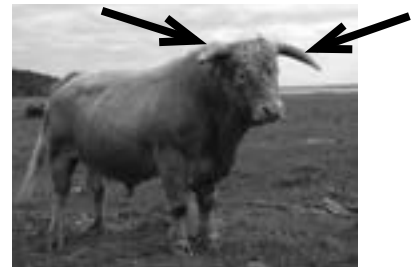
fan shark chick star car
dog horn ship spoon hand

Directions: Have students write each word from the box next to its matching picture. Students should write the words as plural nouns if the picture shows more than one thing.

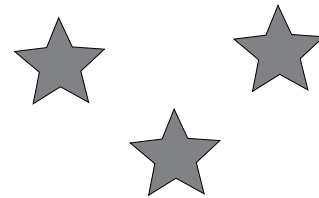
1.



2.



3.



4.



5.



Directions: Have students write each word from the box next to its matching picture. Students should write the words as plural nouns if the picture shows more than one thing.

fan	shark	chick	star	car
dog	horn	ship	spoon	hand

6.



7.



8.



9.



10.



NAME: _____

DATE: _____

1.3

Take-Home

Dear Family Member,

Today our class started Unit 5. The Reader for this unit is called *Kate's Book*. Your student will bring home stories you can read together about a young Navajo girl named Kate who spends a summer out west with her Doba, or grandmother. Remember that reading at home with your student is important for their success as a reader.

In addition, your student's spelling words for this week include a review of previously taught sound/spellings. As usual, there is one Tricky Word. Tricky Words do not play by the rules, meaning there are spellings that do not sound the way students would expect them to. These words need to be memorized, so your student will benefit from practice reading and writing them.

1. horn
2. porch
3. short
4. park
5. barns
6. herd
7. verb
8. Tricky Word: said

NAME: _____

DATE: _____

2.1

Directions: Have students look at each picture and label it using the plural or singular form.





Directions: Have students look at each picture and label it using the plural or singular form.













NAME: _____

DATE: _____

2.2

A Letter from Kate

1. Who is Do·ba?

Page _____

2. Where did Kate spend her summ·er?

Page _____

Directions: Have students reread the story and answer the questions.

3. How old was Kate last summer?

- Kate was five.
- Kate was nine.
- Kate was ten.

Page _____

4. Kate said that . . .

- Do·ba made the art.
- Kate made the art.
- Kate's mom made the art.

Page _____

NAME: _____

DATE: _____

3.1

Can you see the spelling pattern? Fill in the chart.

Root Word	<i>-ed</i> Word	<i>-ing</i> Word
nap	napped	napp·ing
scrub		
stub		
chip		
rob		
grab		
sob		
stop		
pump		
camp		

NAME: _____

DATE: _____

3.2

Directions: Have students trace and copy the punctuation marks. Then have students copy the sentences on the lines, adding the correct ending punctuation.



1. The rabb·it ran in·to its hole

2. Where did your dad park his car

Directions: Have students copy the first two sentences on the lines, adding correct ending punctuation. For the sentences below, have students fill in the correct punctuation mark.

3. I add·ed pepp·er to the dish

4. Who add·ed pepp·er to the dish

5. Jen scrubbed the tub ? or .

6. What happ·ened ? or .

7. Who has a cab·in out west ? or .

8. Kate went to vis·it her Do·ba ? or .

9. Kate made a book ? or .

10. Who made the art in Kate's book ? or .

NAME: _____

DATE: _____

3.3

Take-Home

Dear Family Member,

Below is the first story your student has read from a new Reader, *Kate's Book*. Please note that the tricky parts in Tricky Words are underlined, and multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units. Some of the words have been omitted in the version below. Please have your student fill in the blanks using the words from the word box.

After filling in the blanks, ask if your student has any ideas about what fun things Kate may have done with Doba over the summer.

like	art·ist	sad	Nez
summ·er	bor·ing	book	art

A Letter from Kate

I'm Kate _____, and this is my book!

This book tells what I did last _____ when I was nine. My mom and dad took me to vis·it with my Do·ba. Do·ba is my mom's mom. She is an _____, and she has a cab·in out in the Southwest.

At the start of my time with Do·ba, I was sad. It seemed like it would be a _____ summ·er. But in the end I had a lot of fun.

like
summ·er

art·ist
bor·ing

sad
book

Nez
art

I made this _____ to tell you all the fun stuff I did last summ·er. When I fin·ished it, Do·ba made the _____. You have the book we made in your hands. I hope you _____ it!

Kate Nez

NAME: _____

DATE: _____

4.1

Activity Page

In the Cave

1. What is the land Kate sees out in the Southwest like?
 - It is green.
 - It has lots of trees.
 - It has hills and red rocks.

Page _____

2. What was it that Kate and Do·ba found in the cave?
 - Do·ba and Kate found a coin.
 - Do·ba and Kate found a critt·er.
 - Do·ba and Kate found a rock.

Page _____

Directions: Have students reread the story and answer the questions.

3. What could the coin be made of?

Page _____

4. What did Do·ba tell Kate they should do with the coin?

Page _____

NAME: _____

DATE: _____

4.2

Take-Home

Sort the words by their spellings for /k/.

cat	king	black	car	skin	book
class	truck	attic	fact	like	quack

/k/ → 'c'

/k/ → 'k'

/k/ → 'ck'

cat

king

black

NAME: _____

DATE: _____

5.1

Assessment

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

NAME: _____

DATE: _____

5.2

Can you see the spelling pattern? Fill in the chart.

Root Word	<i>-ed</i> Word	<i>-ing</i> Word
dab	dabbed	dabb·ing
sip		
ram		
bust		
pound		
look		
duck		
dash		
pop		
mash		
trip		
lick		

NAME: _____

DATE: _____

5.3

Directions: Have students copy the sentences on the lines, adding capital letters at the beginning and the correct punctuation marks at the end.

1. jim likes to splash in the pool in the summ·er

2. which book do you like best

3. would you like one scoop or two scoops

Add . or ? on the lines.

1. The jogg·er ran up the hill
2. How late did he get home
3. My sis·ter hugged me for a long
time
4. Where are my slipp·ers
5. When did you take a hike in the
for·est

NAME: _____

DATE: _____

6.1

Activity Page

kitch·en

chips

scratch

chin

which

catch

Directions: Have students complete the sentences with the words from the box.

1. _____
- - - - -
_____ book is it?

2. Dan cooks food in the
- - - - -
_____.

3. Do not _____ the bug
bite!

4. I bumped my _____.

5. She likes _____ for a
snack.

6. Can you _____ this?

NAME: _____

DATE: _____

6.2

Take-Home

Spelling Words Lesson 6

1. chips
2. much
3. catch
4. fetch
5. marsh
6. shine
7. flash
8. Tricky Word: how

NAME: _____

DATE: _____

7.1

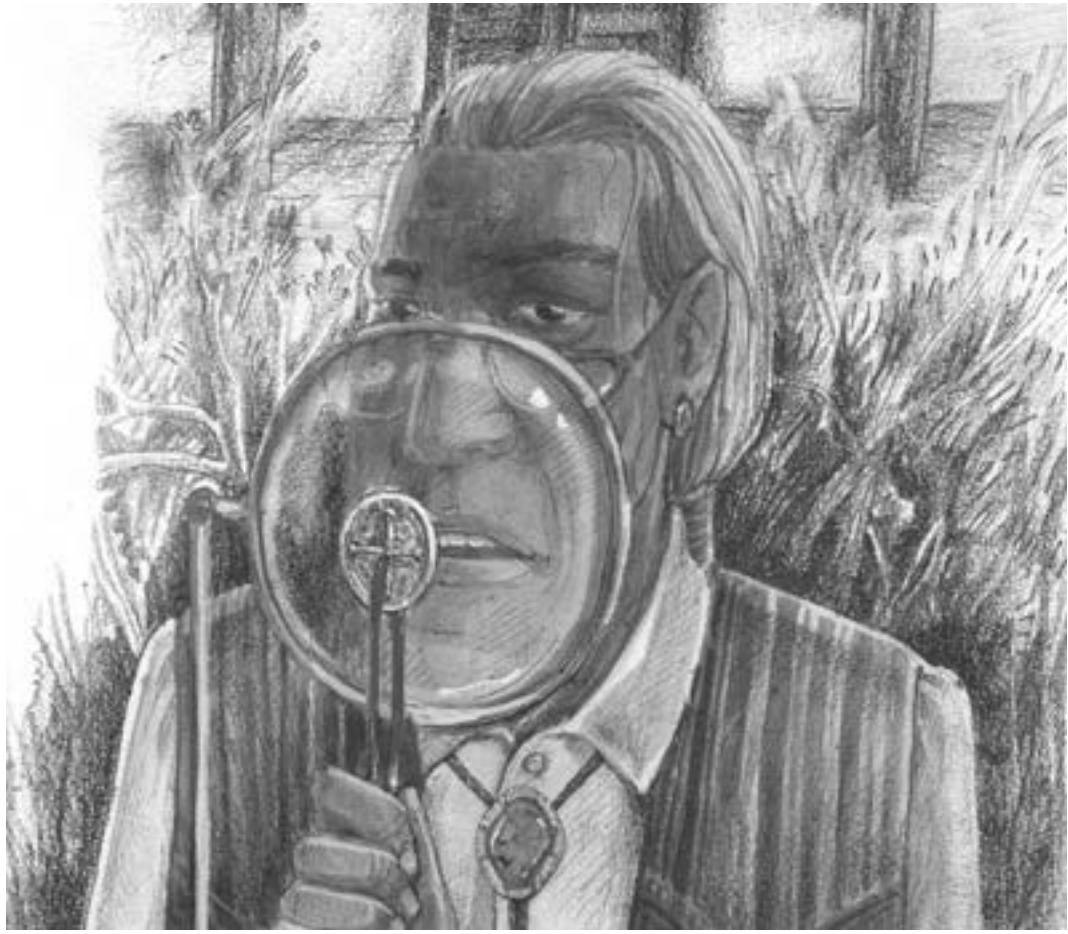
Have students copy the sentences on the lines, adding capital letters at the beginning and the correct punctuation.

1. do·ba drove us to the coin shop

2. are there a lot of coins in that
cave

3. sa·ni said that he could sell the
coin

Directions: Have students write a question and a statement about the picture on the lines below.



NAME: _____

DATE: _____

7.2

Activity Page

The Coin Shop

1. What is the coin that Kate found made of?
 - The coin is made of copp·er.
 - The coin is made of sil·ver.
 - The coin is made of steel.

Page _____

2. What sort of coin is it?
 - It is a Dutch coin.
 - It is a Brit·ish coin.
 - It is a Span·ish coin.

Page _____

3. Sa·ni said the coin was mint·ed ...
 - in the six·teen hun·dreds.
 - in the nine·teen hun·dreds.
 - last summ·er.

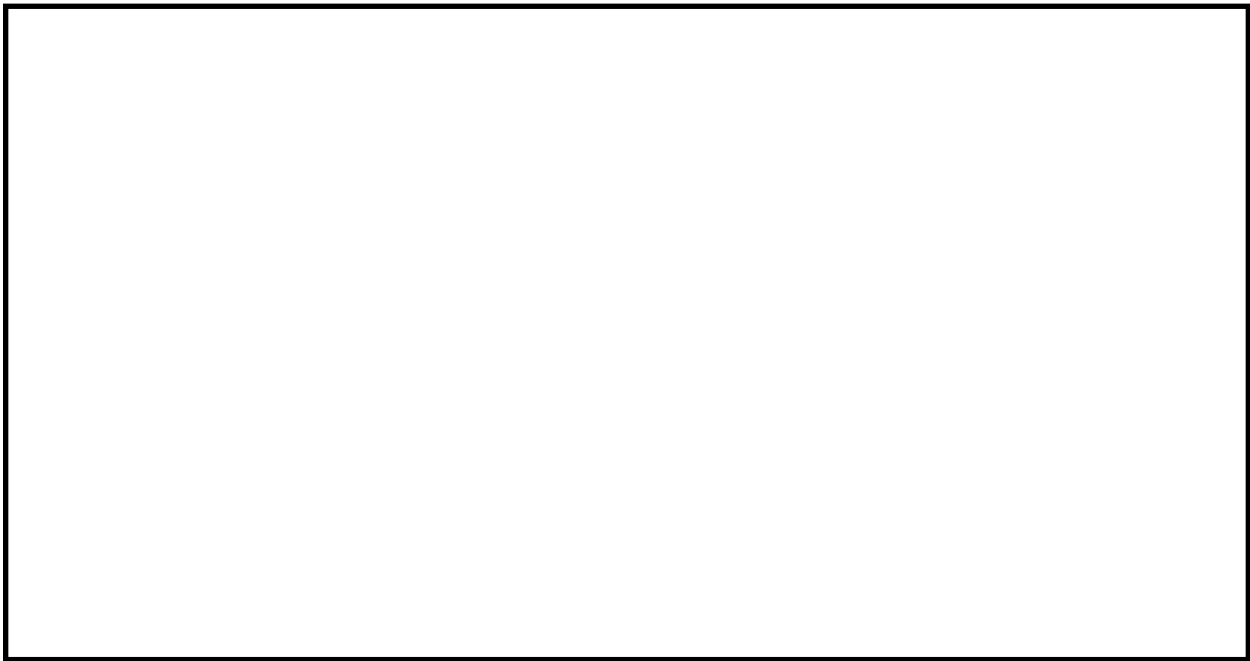
Page _____

Directions: Have students reread the story and answer the questions.

Directions: In the box, have students illustrate a part from the story and write a caption below.

4. Should Kate keep or sell the coin? Why?

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated multiple times.



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated multiple times.

NAME: _____

DATE: _____

7.3

Take-Home

Dear Family Member,

Your student has been learning to read words with the spellings 'ch' (*chin*) and 'tch' (*itch*) for the sound /ch/. The words below contain these spellings. Ask your student to cut apart the word cards. Show the cards to your student to read aloud and use in a sentence. Your student can sort the words into piles according to which spelling is used for /ch/. There are also Tricky Words which are marked with an *.



kitch·en	catch·er	chips	sh <u>ou</u> ld*
stretch	chin	batch	stitch·es
hatch	march	h <u>ow</u> *	fetch <u>e</u> d
much	be· <u>ca</u> use*	scr <u>atch</u> ·ing	chant

NAME: _____

DATE: _____

8.1

Activity Page

You Never Can Tell

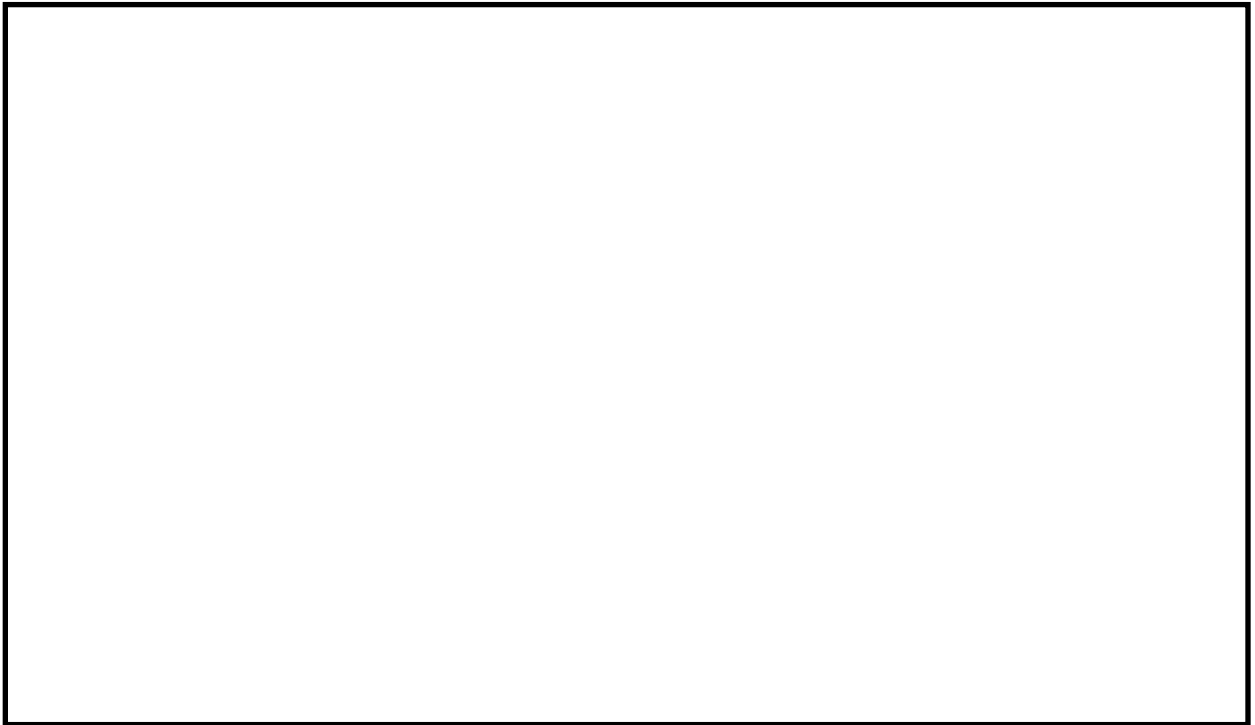
Directions: Have students reread the story and choose the correct answer.

1. Do·ba said Kate had to sell the coin.
 yes
 no
2. Kate did sell the coin.
 yes
 no
3. Kate and Do·ba think that a Na·va·jo girl could have hidd·en the coin in the cave.
 yes
 no
4. Things that are rare cost a lot.
 yes
 no

Directions: In the box, have students illustrate a part of the story and write a caption below.

5. Is Kate glad that she found the coin? Why or why not?

Handwriting practice lines consisting of four sets of solid top and bottom lines with a dashed middle line.



Handwriting practice lines consisting of two sets of solid top and bottom lines with a dashed middle line.

NAME: _____

DATE: _____

8.2

Take-Home

Dear Family Member,

This is a story from the Reader *Kate's Book*. Encourage your student to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined. Please note that multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

Repeated reading is an important way to improve reading. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

The Coin Shop

Do·ba drove us to the coin shop.

The man in the coin shop was a pal of hers. His name was Sa·ni.

"Sa·ni," Do·ba said, "this is Kate Nez. I'm Kate's do·ba. She's out here for the summ·er. We went for a hike, and Kate found a coin in a cave."

"Well, Miss Nez," Sa·ni said, "let's have a look at it!"

I hand·ed him the coin.

Sa·ni set it un·der a look·ing glass and switch·ed on a lamp. "Let's see," he said. "It's got some scratch·es on it. But I can tell that it's a Span·ish coin. It's made of sil·ver, too."

"When was it made?" asked Do·ba.



“There’s no date on the coin,” said Sa·ni. “But I’ll bet it dates back to the six·teen hun·dreds. The Span·ish mint·ed a big batch of coins like this one back then.”

“Good·ness!” said Do·ba.

“Is that a long time back in the past?” I asked.

“Yes,” said Sa·ni. “Let me run and fetch my book on Span·ish coins.”

When Sa·ni came back, he said, “There’s just one thing I need you to tell me, Miss Nez.”

“What’s that?” I asked.

“Are there a lot of coins like this one in that cave?”

“No,” I said, “we found just this one.”

“That’s a shame,” Sa·ni said.

“Why?” I asked.

“If there were a lot of coins, you and your Do·ba would be rich!” said Sa·ni. “I could sell a coin like this for three hun·dred bucks!”

“Three hun·dred bucks?” said Do·ba.

Sa·ni nodd·ed.

“Yipp·ee!” I shout·ed. “I’m rich!”

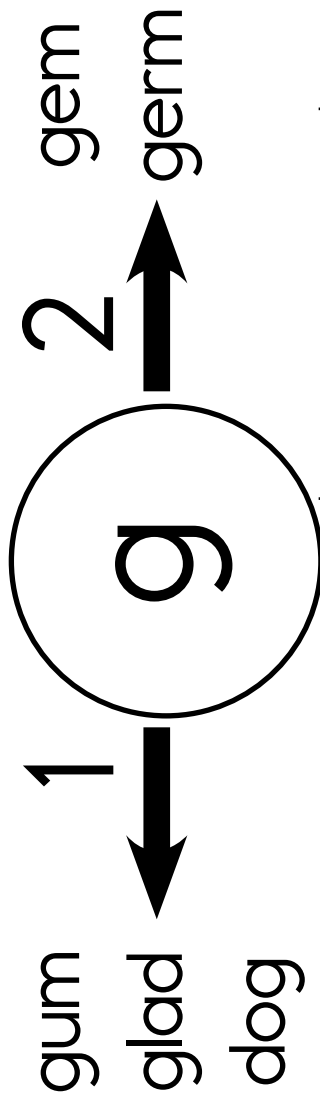
NAME: _____

DATE: _____

9.1

Activity Page

Sound out the words with the lines un·der them. Is the 'g' sound·ed /g/ as in *got* or /j/ as in *gem*? Print the words where they fit.



	/g/ as in <i>got</i>	/j/ as in <i>gem</i>
1. A cat is larg <u>e</u> r than a rat.		larg <u>e</u> r
2. We have two arms and two leg <u>s</u> .		
3. Can g <u>e</u> rms make you sick?		
4. I'd rath <u>e</u> r ride my bike than jog <u>s</u> .		
5. There are plants in the gar <u>d</u> en.		

NAME: _____

DATE: _____

9.2

Activity Page

The Offer

1. What was Sa·ni's off·er?
 - His off·er was to take the coin.
 - His off·er was to take Do·ba and Kate camp·ing.
 - His off·er was to make dinn·er.

Page _____

2. To Kate, camp·ing sounds like . . .
 - fun.
 - it would be bor·ing.
 - a hard time.

Page _____

Directions: Have students read the story and answer the questions.

3. What will Kate, Do·ba, Sa·ni, and Gad do on their camp·ing trip?

Page _____

4. Will Kate sleep in a bed or sleep in a tent?

Page _____

NAME: _____

DATE: _____

9.3

Take-Home

Dear Family Member,

Your student has been learning how to form plural nouns. In class, we have been listening to the sound that 's' makes at the end of a word. For *books*, for example, the 's' makes a /s/ sound, whereas the word *dogs* has the buzzy /z/ sound. Below are a number of words your student should change to the plural form. Ask your student to listen for either the /s/ or /z/ sound at the end. Have students place their fingers on their voice boxes so they can feel the difference between /s/ and /z/. Remind your student that when a word ends in 'sh', 'ch', 's', and 'x', we add 'es' to change it to the plural form.

one book	five <u>books</u>
one splash	three _____
one match	nine _____
one fox	ten _____
one dog	five _____
one chimp	<u>two</u> _____
one dish	nine _____
one box	three _____
one buck	ten _____
one spoon	<u>two</u> _____

NAME: _____

DATE: _____

10.1

Assessment

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

The Campsite

1. Sa·ni picked Kate and Do·ba up in his . . .

- car.
- cab.
- truck.

Page _____

2. The land is good for . . .

- camp·ing.
- farm·ing.
- swimm·ing.

Page _____

3. What did Kate un·pack at the camp·site?

- She un·packed sleep·ing bags and tents.
- She un·packed tents and games.
- She un·packed sleeping bags and games.

Page _____

Directions: Have students read the story and answer the questions.

Directions: Have students retell the end of the story or copy their favorite sentences from the end of the story.



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines provided for student use.

NAME: _____

DATE: _____

Sort the words by their spellings for /t/.

time	un·til	sit	truck
cut	baked	bitt·er	cutt·ing
parked	sitt·ing	ripped	hoped

/t/ → 't'

/t/ → 'tt'

/t/ → 'ed'

Can you see the spelling pattern? Fill in the chart.

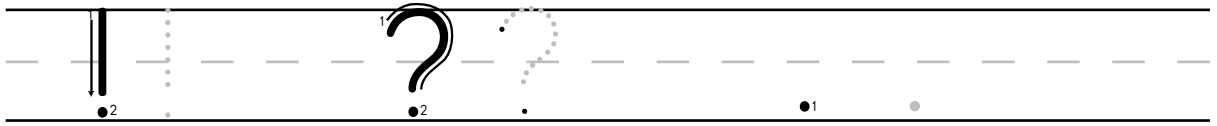
Root Word	<i>-er</i> Word	<i>-est</i> Word
wet	wett·er	wett·est
hot		
short		
fit		
round		

NAME: _____

DATE: _____

11.2

Directions: Have students first read each sentence to determine which ending punctuation should be added in the box. Then have students rewrite the sentence to include correct punctuation and capitalization.



1. do·ba, what is that

2. that sounds like fun

3. what sort of coin is it

4. it is a Span·ish coin

5. when was the coin made

6. the coin is from the six·teen hun·dreds

7. “Yippee ” I shout·ed.

8. I am rich

NAME: _____


DATE: _____

11.3

Take-Home

Dear Family Member,

Your student has been learning to read words with the spellings 'tch' as in *catch* and 'ge' as in *merge*. Have your student cut apart the word cards. Show the cards to your student, and have your student read them and use them in a sentence. Ask your student to copy the words onto a sheet of paper. You may also read the words out loud and have your student write the words down, one sound at a time. Please keep the cards for future practice.

catch	large	bulge	
hatch	barge	kitch·en	
charge	plunge	scratch	
merge	itch	ketch·up	

NAME: _____

DATE: _____

11.4

Take-Home

Dear Family Member,

Our class has been continuing to read and write two-syllable words. Your student may find it helpful to practice writing and remembering the spelling words syllable by syllable. The spelling words this week all have the /j/ sound. The /j/ sound can be written with the spellings 'j', 'g', and 'ge'.

Spelling Words Lesson 11

1. jumping
2. jars
3. germ
4. gem
5. charged
6. fringe
7. magic
8. Tricky Word: your

NAME: _____

DATE: _____

12.1

Activity Page

Sort the words by their spellings for /d/.

down could duck add
trimmed shred shredding wedding
odd hide said planned

/d/ → 'd'

/d/ → 'dd'

/d/ → 'ed'

Can you see the spelling pattern? Fill in the chart.

Root Word	<i>-er</i> Word	<i>-est</i> Word
mad	madd·er	madd·est
sad		
hard		
red		
loud		

Sa·ni's Stor·y

1. What did Sa·ni do af·ter dinn·er?
 - Sa·ni went to bed af·ter dinn·er.
 - Sa·ni shared a stor·y af·ter dinn·er.
 - Sa·ni went home af·ter dinn·er.

Page _____

2. Who is Spi·der Wo·man?
 - Spi·der Wo·man is a wo·man who climbs.
 - Spi·der Wo·man is a wo·man who bakes.
 - Spi·der Wo·man is a wo·man who helps.

Page _____

3. How did the boy get to the top of Spi·der Rock?
 - The boy walked up the rocks.
 - The boy used a ladder.
 - The boy used a silk rope.

Page _____

Directions: Have students reread the story and answer the questions.

4. How did the boy get the silk rope?

Handwriting practice lines for question 4, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Page _____

5. Why was Sa·ni glad that Kate and Gad liked the stor·y?

Handwriting practice lines for question 5, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Page _____

NAME: _____

DATE: _____

12.3

Dear Family Member,

Your student has been learning to read words with the spellings 'ch' (*chin*) and 'tch' (*itch*) for the sound /ch/ and the spelling alternatives 'j' (*jump*), 'g' (*germ*), and 'ge' (*large*) for the sound /j/. The words below contain these spellings. Ask your student to cut apart the word cards. Show the cards to your student, and have your student read them. Extension: Have your student sort the words into piles according to which spellings are used for the sounds /ch/ and /j/.

chase	hinge	germ
match	snatch	pitch
switch	jaw	much
gem	lunge	jack·et



NAME: _____

DATE: _____

13.1

Activity Page

muff·ins

gin·ger

af·ter

stage

off

leg·end

traff·ic

match·es

1. Will you munch on _____
snaps af·ter dinn·er?

2. We were late be·cause of

_____.

3. James made _____ to
share with his pals.

4. I can go to·day _____
class.

muff·ins

gin·ger

af·ter

stage

off

leg·end

traff·ic

match·es

5. The man sang on the

_____.

6. I must get
the bus!

7. Do·ba shared a
with us.

8. Do you need
for the fire?

NAME: _____

DATE: _____

13.2

Directions: Have students read the sentences to determine which punctuation to add to the first five items. Students should then create their own question, exclamation, and statement.

1. The kitt·en sleeps

2. I can't sleep be·cause my bug bites itch

3. Will the chicks hatch soon

4. Do not yell

5. Roger can cook

6. _____?

_____?

7. _____!

_____!

8. _____.

_____.

NAME: _____

DATE: _____

13.3

Activity Page

The Visit

Fill in the _____ with words from the box.

tree

pots and pans

~~pack~~

tents

lan·tern

1. They stuffed the food in·to a large

pack _____.

2. They kept the food pack up in a

_____.

3. They all went to sleep in their

_____.

4. The loud clatt·er of _____

_____ woke them up.

5. To see in the dark, they used a

_____ .

6. Why did Sa·ni hoist the food up in the tree?

Page _____

7. Draw one of the parts of “The Vis·it.”



NAME: _____

DATE: _____

14.1

Activity Page

verbs

van

serve

riv·er

twelve

vote

nev·er

vet

Directions: Have students complete the sentences with the words from the box.

1. *Run* and *jump* are _____.

2. When I was _____, I went to camp.

3. She will _____ you a big snack.

4. We took the dog to the _____.

verbs

van

serve

riv·er

twelve

vote

nev·er

vet

Directions: Have students complete the sentences with the words from the box.

5. I went swimm·ing in the

_____.

6. You _____ can tell!

7. Will you _____ for me?

8. Can we drive to the park in the

_____ ?

The Hike

1. When did Gad and Kate dig up the bone?
- Gad and Kate dug up the bone in the morn·ing.
 - Gad and Kate dug up the bone af·ter lunch.
 - Gad and Kate dug up the bone af·ter dinn·er.

Page _____

2. What did Gad and Kate use to dig out the bone?
- Gad and Kate used forks.
 - Gad and Kate used spoons.
 - Gad and Kate used hamm·ers.

Page _____

Directions: Have students reread the story and answer the questions.

3. How long was the bone?

- The bone was one foot long.
- The bone was two feet long.
- The bone was three feet long.

Page _____

4. Who needs to look at the bone to tell Gad and Kate the sort of bone it is?

Page _____

NAME: _____

DATE: _____

Dear Family Member,

This is a story your student has probably read once, possibly several times, at school. Encourage your student to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined. Please note that multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

Repeated reading is an important way to improve reading. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

The Campsite

Sa·ni came and
picked us up in his truck.
We drove for miles to
get to the camp·site.

“Do·ba,” I said, “what
is this place?”

“Well,” said Do·ba,
“take a look. See all the
sand, rocks, and stones?
This land is not good for
farming, but it’s good for
hik·ing.”



“And it’s good land for camp·ing!” said Sa·ni.

When we got to the camp·site, we had to un·pack sleep·ing bags, tents, lan·terns, match·es, and lots of food. We lugged it all to the camp·site.

Sa·ni chose a spot to set up camp. Gad and I helped set up the tents. It took us a long time.

For dinn·er we had hot dogs. We stuck them on sticks and held them in the fire. My hot dog got all black be·cause I left it in there too long. Gad gave me one of his.

That was when I said to my·self, “Gad is OK!”



NAME: _____

DATE: _____

15.1

Assessment

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

NAME: _____

DATE: _____

15.2

Activity Page

The Best Book Ever

The best book ev·er is called *The Green Fern Zoo*. In the book, a zoo keep·er named Vern takes chil·dren in to see the zoo and meet all of the critt·ers. I like this book a lot be·cause Vern tells lots of fun facts that des·cribe all of the critt·ers. The snap·shots are fan·tas·tic be·cause they make you feel like you are in the zoo and close to the critt·ers. You should pick up *The Green Fern Zoo* be·cause it is a book you will not for·get!

NAME: _____

DATE: _____

16.1

Directions: Have students read the sentence and circle the spellings that stand for the /r/ sound. At the end of each sentence is the amount of times the /r/ sound occurs. Instruct students to copy words with the /r/ sound in the provided spaces below the sentence, as shown in the example.

The box had red wrapping on it. (2)

red wrapping

1. I like to visit the reptile room. (2)

2. They wrapped my cast in the wrong fabric. (3)

3. I got a ride up the ramp. (2)

4. My name is written in the book. (1)

5. I took a long trip with my pal Rex.
(2)

6. We hiked on the red rocks. (2)

7. I am not wrong! (1)

8. Do not wreck the room! (2)

NAME: _____

DATE: _____

16.2

Take-Home

Dear Family Member,

Our class has been reading stories from *Kate's Book*. Your student can tell you about the adventures Kate has been having with Doba and their friends Sani and Gad. Remember that reading at home with your student is important for their success as a reader.

The spelling words for this week contain the /t/, /d/, and /f/ sounds. Your student can practice reading and writing these words, as well as clap the syllables for them. The last spelling word is a Tricky Word. Tricky Words do not play by the rules, meaning there are spellings that do not sound the way students would expect them to. These words need to be memorized.

Spelling Words Lesson 16

1. trucker
2. kitten
3. parked
4. duck
5. add
6. planned
7. offer
8. Tricky Word: was

The Bone Man

1. Who is Ron Fitch?

- Ron Fitch is a pal of Do·ba's.
- Ron Fitch is an ex·pert on coins.
- Ron Fitch is an ex·pert on bones.

Page _____

2. What did Gad tell Kate a rap·tor is?

- The rap·tor is the cool·est in·sect of all time.
- The rap·tor is the cool·est rep·tile of all time.
- The rap·tor is the cool·est dog of all time.

Page _____

3. Which word is the noun in “the cool·est rep·tile”?

Directions: Have students reread the story and answer the questions.

4. Why is it so cool that Kate and Gad found a rap·tor bone?

Page _____

5. What should Kate and Gad do with the rap·tor bone?

Page _____

NAME: _____

DATE: _____

17.2

Take a Stand and Tell Why (Plan)

Take a Stand on <i>Kate's Book</i>	
Describe <i>Kate's Book</i>	
Tell Why #1	
Tell Why #2	
End with a Zinger	

NAME: _____

DATE: _____

17.3

Take a Stand and Tell Why (Draft)

Date: _____

Dear Kate,

Cheers,

NAME: _____

DATE: _____

17.4

Take-Home

Dear Family Member,

Please have your student complete the sentences with the words from the box.

morn·ing

bigg·est

stretched

kitch·en

scratch·ing

large

rocks

batch

1. Out west there are hills and red

_____.

2. We went for a hike in the

_____.

3. We dug up a _____
bone that was three feet long.

4. It was the _____ bone I
had ev·er seen!

morn·ing

bigg·est

stretched

kitch·en

scratch·ing

large

rocks

batch

5. I can't stop _____ my
bug bite!

6. Is Dad cook·ing in the
_____ ?

7. I made a big _____ of
sweets!

8. I _____ out my arms to
get the book.

NAME: _____

DATE: _____

18.1

Check the Draft Step by Step

Step	Check?
Check that the date is there.	
Check that “ <u>Dear</u> Kate” is there.	
Check that you took a stand on <i>Kate’s Book</i> .	
Check that you des·cribed <i>Kate’s Book</i> .	
Did you Tell <u>Why</u> #1 with <u>be·cause</u> ?	
Did you Tell <u>Why</u> #2 with <u>be·cause</u> ?	
Check that you end·ed the lett·er with a zing·er.	
Check that you closed the lett·er and gave your name.	
Aa, Bb, Cc and ? . !	
Check that the words are spelled well.	

NAME: _____

DATE: _____

18.2

Take-Home

Dear Family Member,

This is a story your student has probably read once, possibly several times, at school. Encourage your student to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined. Please note that multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

Repeated reading is an important way to improve reading. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

The Visit

Af·ter telling us the story, Sa·ni said, “It’s time to pack up the food.”

We stuffed the food in·to a large pack with a rope on it. Sa·ni tossed the rope up in·to a tree and hoist·ed the food pack up so that it was hang·ing ten feet off of the ground.

“Paw-paw,” said Gad, “why do we have to keep the food up in the tree?”

“Be·cause it will keep the food safe from fox·es and rabb·its that would like to snack on it,” Sa·ni said.

Af·ter that, we crawled in·to the tents, flipped off our lan·terns, and went to sleep.



Do·ba and I slept well un·til a loud clatt·er out·side woke us up.

“What was that?” I asked. “I can’t tell,” said Do·ba, as she hugged me close to her.

Sa·ni ran out·side with his lan·tern and yelled, “Get out of here! Scram! Get lost!”

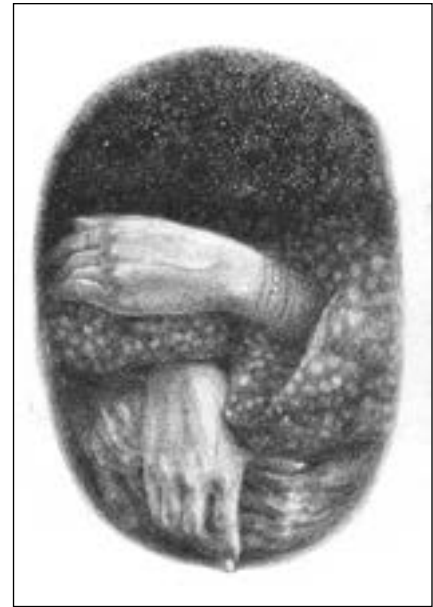
When we went out, we saw Sa·ni and Gad stand·ing there. Sa·ni had his lan·tern.

“Sa·ni,” Do·ba asked, “who came to vis·it?”

“I did not see it,” said Sa·ni, “but I’m bett·ing it was a fox who was look·ing for some scraps of food. He bump·ed in·to the pots and pans. The clatt·er of the pots and pans must have scared him off.”

“Is that why we hoist·ed the food pack up in the tree?” Gad asked.

“That’s why!” said Sa·ni.



NAME: _____

DATE: _____

19.1

Sort the words by their spellings for /l/.

long	like	large
solve	all	smell
look	sleeve	well
still	latch	skill

/l/ → 'l'

/l/ → 'll'

Handwriting practice lines for the 'l' sound. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such rows available for writing.

Handwriting practice lines for the 'll' sound. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such rows available for writing.

NAME: _____

20.1

Assessment

DATE: _____

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

Two Good Things and One Bad Thing

1. What sort of bone did Gad and Kate dig up?

Page _____

2. Why can't Gad and Kate keep the bone?

Page _____

Directions: Have students reread the story and answer the questions.

3. What will Ron Fitch do next?

Page _____

4. What name would you pick for the rap-tor? Why?

Dear Family Member,

This is a story your student has probably read once, possibly several times, at school. Encourage your student to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined. Please note that multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

Repeated oral reading is an important way to improve reading. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

The Hike

The next morn·ing, we went on a hike. Af·ter a bit, we stopped for lunch.

When Gad fin·ished his lunch, he asked, “Can Kate and I look for rocks?”

Sa·ni said OK.

“Kate,” Gad said to me, “bring your fork. We can use it to dig up rocks.”

I grabbed my fork, and we went off to look for rocks.

Gad point·ed at a bump on the side of a cliff and said, “Let’s dig that rock out!”

The rock did not look all that larg·e. But when we start·ed digg·ing, we soon saw that it was larg·er than it had seemed.

Af·ter a bit, Gad said, “Gee! It must be two feet long! We need to keep scratch·ing in or·der to car·ve it out of the side of the cliff.”

We went on scratch·ing with our forks.



“Let’s tug on it!” Gad said “I bet we can get it out by our·selves.”

We grabbed and tugged it.

It popped out. But so did a big cloud of sand and dust. Gad and I fell down.

Once the dust and sand had drift·ed off, I saw Gad stand·ing there with the thing in his hands.

“It’s not a rock!” he yelled. “It’s a bone!”

It was the big·est bone I had ev·er seen. It was three feet long!

Sa·ni and Do·ba came runn·ing. When she saw the bone, Do·ba looked upset.

“Are you alright?” I asked. She did not say.

“Will you tell me, Kate, where you found that large bone?”

Gad point·ed to the spot where we found it.

“Goodness!” she said. “It was in the cliff.”

“What is done, is done.” said Sa·ni. “Let’s look at it.”

Sa·ni set the bone on the ground. Then he took a pic·ture of the bone and said, “We need to get an ex·pert to look at this bone and tell us what sort of bone it is.”



NAME: _____

DATE: _____

21.1

Activity Page

Directions: Have students read each sentence and the two word choices provided for the blank. Tell students to pick the best choice for each sentence and write it in the blank.

1. We _____ the
(hoist·ed, plant·ed)
food up the tree.
2. I flipped off my _____
(lett·er, lan·tern)
and went to sleep.
3. She was _____
(scratch·ing, stuff·ing)
a large bug bite.
4. Sa·ni made Do·ba and Kate an
_____ to take
(clatt·er, off·er)
them camping.

Directions: Have students read each sentence and the two word choices provided for the blank. Tell students to pick the best choice for each sentence and write it in the blank.

5. Sa·ni had _____
(match·es, mag·ic)
for the fire.

The Big Dig

1. In order to get the bones out, the diggers have to . . .
- blast a hole into the cliff.
 - get bigger tools soon.
 - cut the cliff up into large blocks of rock.

Page _____

2. How will the plaster keep the bones safe?

Page _____

Directions: Have students reread the story and answer the questions.

3. What tools will they use at the lab to get the bones out of the blocks?

Page _____

4. What did Kate name the rap-tor?

Page _____

NAME: _____


DATE: _____

21.3

Take-Home

Dear Family Member,

Your student has been learning to read words with the spellings 'v' (*van*) and 've' (*twelve*) for the sound /v/, and the spellings 'r' (*red*) and 'wr' (*wrist*) for the sound /r/. The words below contain these spellings. Ask your student to cut apart the word cards. Show the cards to your student, and have your student read them. Extension: Have your student sort the words into piles according to which spelling is used for the sounds /v/ and /r/.



I've	vet	shelves
vast	wrist	wrong
crisp	sleeves	wrap
rich	write	twelve

NAME: _____

DATE: _____

22.1

Assessment

1. switch swap swim swish

2. cash catch cans caps

3. stretch such straps stitch

4. hem germ gem chin

5. gin·ger gen·der gin·seng grates

6. ditch dig·it date digs

7. plunge lunge pluck plug

8. shall·ot chipp·er chall·enge champ

9. lunge large lake lunch

10. sops solve sipped sol·vent

11. carve cave calves can't

12. twin dwell teen twelve

13. ride write rip ripe

14. wrap rant lap rag

15. wring rig wrist ramp

Directions: In Part 1, have students circle the noun(s) and underline the verb with a squiggly line. In Part 2, have students write a question mark, exclamation point, or a period to complete the sentence. In Part 3, have students add an adjective and/or a location in order to expand the sentences. In Part 4, students should write the plural form of each noun and also the past tense and -ing form of each verb.

Part 1:

Max digs.

1. Kate swims.
2. Frogs hop.
3. The dog barks.
4. Jane ate a hot dog.
5. Those children run fast.

Part 2:

Why is it cold

1. Do you like to shoot baskets
2. I can write my name
3. Can your dog fetch sticks
4. When is dinner
5. Catch it

Part 3:

1. My sis·ter runs.

2. Gran bakes.

3. **G**in·ger helps.

4. The dogs dig.

5. Max sings.

NAME: _____

DATE: _____

22.2

CONTINUED

Part 4: _____

One paw, five **paws** _____

1. One box, three _____

2. One **wrist**, five _____

3. One **gem**, nine _____

4. One **stitch**, ten _____

5. One kiss, three _____

Root Word	-ed	-ing
jump	jumped	jumping
rub		
pop		
hunt		
nap		

NAME: _____

22.3

DATE: _____

The Scoop

1. What did the TV man ask Gad and Kate?
 - Can we see the bone?
 - Can we shoot the rocks?
 - Can we shoot some film of you?

Page _____

2. How did Gad feel when the TV man spoke to him?

Page _____

Directions: Have students reread the story and answer the questions.

NAME: _____

DATE: _____

PP.1

Activity Page

Directions: Have students circle the sounds in each word. Then have students count the sounds in the word and write the number in the box. Have students then write the word on the line following the box.

1. gem

2. shelves

3. pitch·er

4. wrecks

5. bulge

6. carve

7. merge

8. wrapp·er

9. sleeves

10. filled

11. scatt·er

12. itch

13. serve

14. larg·er

15. germs

16. blubb·er

NAME: _____

DATE: _____

PP.2

Activity Page

Directions: Have students trace and copy the spellings and words. Encourage students to say the sounds while writing the letters.

tch

match

g

germ

ge

large

ch ch

ch ch

match match

g g

g g

germ germ

ge ge

ge ge

large large

NAME: _____

DATE: _____

PP.3

Activity Page

Directions: Have students trace and copy the spellings and words. Encourage students to say the sounds while writing the letters.

v e

carve

wr

write

ll

spell

ve

ve

curve

wr

wr

write

l

spell

NAME: _____

DATE: _____

PP.4

Activity Page

Cut out the word cards.



stretch	wring	charge
nerve	twelve	wrote
pitch	larg·est	barge
catch	bulge	solve

NAME: _____

DATE: _____

PP.5

Activity Page

Match the word cards to the words on this page.

pitch	solve	wrote
bulge	larg·est	nerve
wring	stretch	barge
charge	catch	twelve

NAME: _____

DATE: _____

PP.6

Mark the words that are said and **write** them on the lines.

1. **age** **page**

2. **pitch** **patch**

3. **twelve** **elves**

4. **write** **wrote**

5. **barge** **large**

6. **gem** **jam**

7. **kitch·en** **kitt·en**

8. **Marge** **merge**

9. **nerve** **nev·er**

10. **wring** **wrong**

NAME: _____

DATE: _____

Yes or no? Write *yes* or *no* on the lines.

1. Is **ketch**·up a game? _____

2. Is **twelve** larg·er than
nine? _____

3. Is your **wrist** part of
your leg? _____

4. Do you sleep in the
kitch·en? _____

5. Do hors·es have
hooves? _____

6. Do cats **hatch** out of
eggs? _____

7. Is a **germ** larg·er
than a bug? _____

8. Can a bird **catch** a
bug? _____

NAME: _____

DATE: _____

Write the words on the lines.

wrong

catcher

germs

large

ginger

NAME: _____

DATE: _____

PP.9

Activity Page

Write the words on the lines.

pitcher

nerve

merge

sleeves

wrap

NAME: _____

DATE: _____

Mark the words that are said.

1	star ve starv starf	2	larg large e larch
3	rist rrist wrist	4	cage cag catch
5	mach match mash	6	swich switch swig
7	rong rrong wrong	8	so lf so lv so lve

NAME: _____

DATE: _____

In the box are six words. Write them on the correct lines.

match·es	carve	ketch·up
gems	hooves	mag·ic













NAME: _____

DATE: _____

Write the words on the correct lines.

1. mag·ic



2. kitch·en



3. hatch



4. large



5. twelve



NAME: _____

DATE: _____

PP.13

Activity Page

Fill in the _____.

1. He _____ in-to the pool.

2. We can _____ the prob-lem.

3. The dog _____ the stick.

4. The beep-ing sound got on my _____.

5. _____ can make you sick.

6. Will you _____ me a lett-er?

7. What is on the next _____?

8. Who is the best _____?

NAME: _____

DATE: _____

PP.14

Activity Page

Directions: Have students color the boxes that contain words that have 'g' sounded /g/ as in got in one color and the boxes that contain words that have 'g' sounded /j/ as in gem in another color.

gent·ler	glad	grin
leg·end	gift	germ
mag·ic	gem	gin·ger
glass·es	grilled	gar·lic

NAME: _____

DATE: _____

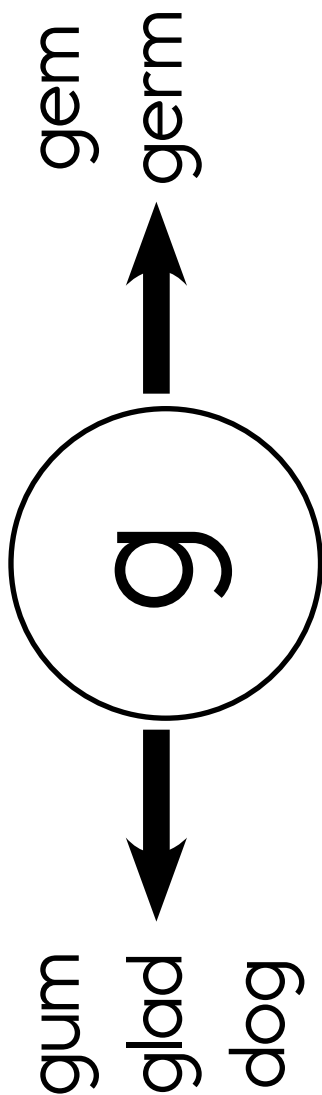
PP.15

Activity Page

Directions: Have students color the boxes that contain words that have 'ed' sounded /t/ as in asked in one color and the boxes that contain words that have 'ed' sounded /d/ as in filled in another color.

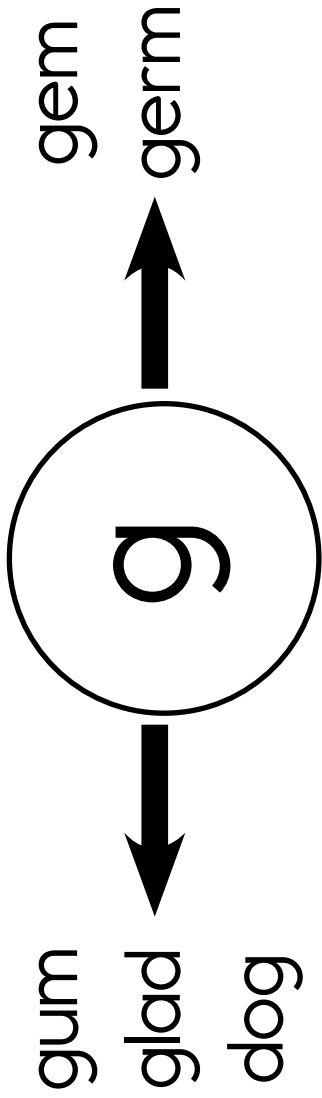
sparked	hummed	fetches
grabbed	crawled	sniffed
wronged	tricked	wrapped
hatched	cooled	sobbed

Sound out the words with the lines un·der them. Is the 'g' sounded /g/ as in *got* or /j/ as in *gem*? Write the words in the correct space.



	/g/ as in <i>got</i>	/j/ as in <i>gem</i>
1. The film had a trag <u>i</u> c ending. It was so sad!		tragic
2. An ant is a bug <u>g</u> .		
3. Mom made a batch of gin·g <u>e</u> r snaps.		
4. We have a g <u>a</u> s stove in our kitch·en.		
5. Who is your best pal? Rog <u>e</u> r is.		
6. She sent me a g <u>e</u> t-well card.		

Sound out the words with the lines un·der them. Is the 'g' sound·ed /g/ as in *got* or /j/ as in *gem*? Write the words in the correct space.



	/g/ as in <i>got</i>	/j/ as in <i>gem</i>
1. A stone that costs a lot is a <u>g</u> em.		gem
2. She <u>g</u> asped when she saw the snake.		
3. My arms are short·er than my <u>l</u> egs.		
4. Scrub your hands to get rid of <u>g</u> erms.		
5. A lot of plants are <u>g</u> reen.		
6. You can·not bend wood. It is <u>r</u> igid.		

NAME: _____

DATE: _____

PP.17

The Hike



Directions: Have students write two statements, two questions, and two exclamations based on the illustration.

NAME: _____

DATE: _____

Directions: Have students copy the sentences and circle the noun and draw a squiggly line under the verb in each copied sentence.

1. My wrist bends.

My wrist bends.

2. The art·ist carves.

3. The dogs fetch.

4. Its hooves clop.

5. His skin itch·es.

6. Marge sings.

7. Men charge.

8. Her sleeve rips.

9. The man stretch·es.

10. Mom writes.

NAME: _____

DATE: _____

PP.19

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. _____

NAME: _____

DATE: _____

PP.20

Take-Home

Dear Family Member,

This is a story your student has probably read once, possibly several times, at school. Encourage your student to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined. Please note that multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

Repeated oral reading is an important way to improve reading. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

We Are TV Stars

We drove back to Do·ba's cab-in and got there just in time to see our·selves on TV.

The TV man said, "This is Rog·er Fletch·er. I'm stand-ing here on the site where two chil-dren have found the bones of a rap·tor."

Then Gad and I saw our·selves on TV.

"Woo-hoo!" I shout·ed. "We are TV stars!"

Then came the part where the TV man asked Gad his name, and Gad looked like he was scared of the mike.

"Gad, you goof!" I said. "Why did you jump back like that?"

Gad just shrugged.

Next the TV man asked me my name.



I said, "I'm Kate." Then I waved.

"Gad," said the TV man, "where did you spot the bone?"

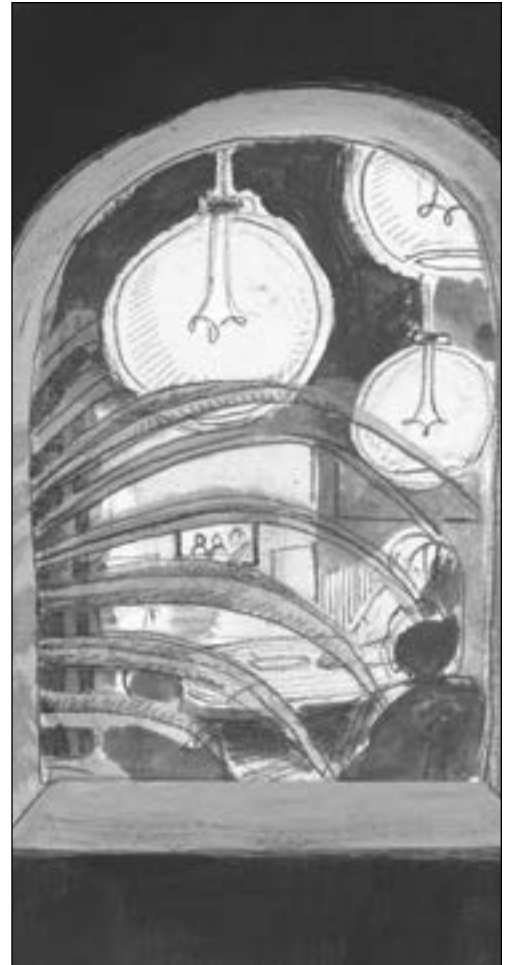
Gad said, "It was sticking out of the side of a cliff."

"What did you use to dig it out?"

"We used our forks!" said Gad.

Then we saw the close-up of Gad and me with our forks.

"So there you have it!" said the TV man. "I'm Roger Fletcher with a tale of two chil·dren, two forks, and one large rap·tor!"



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Repeated oral reading is an important way to improve reading. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

Do·ba's Book

Gad and I and the rap·tor were on TV six times. I was glad when it came to an end. Af·ter you smile and wave a fork six times, it gets to be less fun.

One morn·ing, Do·ba hand·ed me a book and said, "Let's drive to the book shop."

"Do·ba," I said, "why do you need to get a book at the book shop when you have this one?"

"I just fin·ished that one," Do·ba said, "I liked it a lot. And it just so happ·ens that the man who wrote it will be at the book shop to·day. I'd like to meet him."

In the car I looked at the book. It said "Dust Up, by Si·mon Chee."

"What sort of book is this?" I asked.



“It’s a book by a Na·va·jo man,” said Do·ba. “His name is Si·mon Chee.”

“What does he write on?”

“Pa·per,” smiled Do·ba.

“Do·ba!”

“Just a joke,” said Do·ba. “Si·mon Chee writes down old stor·ies of the Na·va·jo.”

“Why not?”

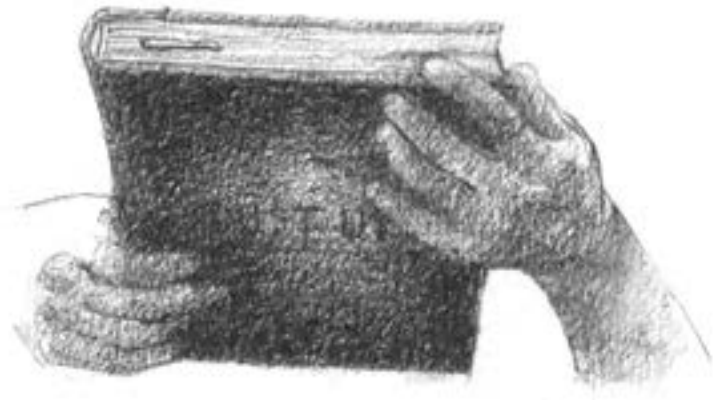
“Yes!” Do·ba said. “And about the Na·va·jo today, too. Not just in the past.”

I looked at the last page and saw the page num·ber: 305.

“Yikes!” I said. “This is a long book!”

“It is,” said Do·ba. “But it felt short to me be·cause I liked it so much. I was sad when I got to the end!”

I start·ed to look in·side the book, but just then Do·ba said, “Here we are!”



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Repeated oral reading is an important way to improve reading. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

The Book Shop

In the book shop, there was a big stack of books. Next to the books sat Si·mon Chee, the man who **wrote** the books. He had a pen in his hand and a big smile on his lips.

“You’d smile too if your book were selling as well as his is!” Do·ba said.

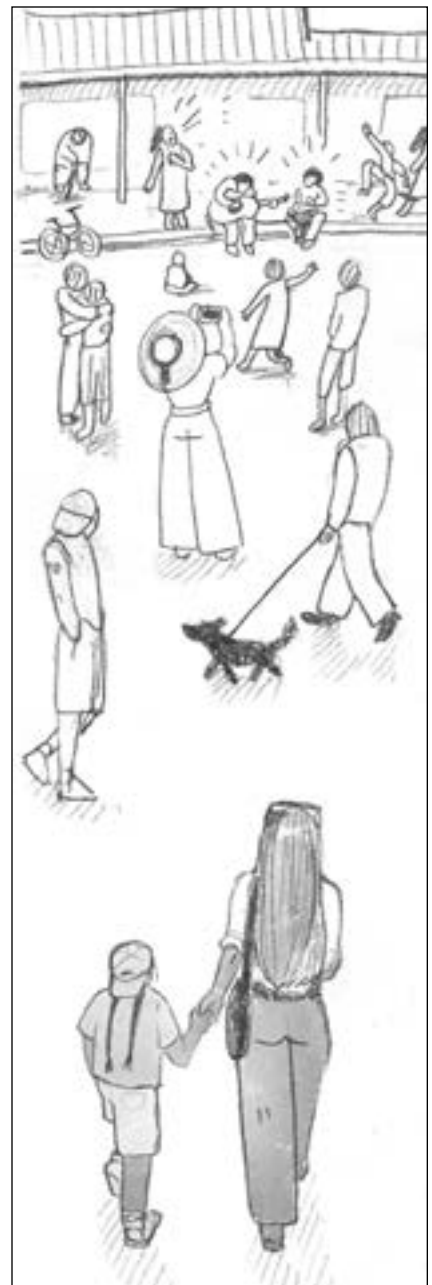
Do·ba and I went and stood in line to meet Si·mon Chee.

Do·ba shook hands with him and said, “I’ve got twelve of your books. This one was your best book yet!”

The man smiled and said, “That’s sweet of you! I hope you will pick up my next one, too!”

“I will!” said Do·ba.

Then the man **wrote**, “Best wishes, Si·mon Chee,” in Do·ba’s book.



“Mis·ter Chee,” I asked, “how hard was it to **w**rite that book?”

“Well,” he said, “this one was not all that hard. The last one I did was a lot hard·er.”

As we got back in the car, I said, “Do·ba, I’d like to **w**rite a book.”

“What sort of book would it be?” Do·ba asked.

“Well,” I said, “Gad and I found the rap·tor.”

“Yes, you did,” said Do·ba.

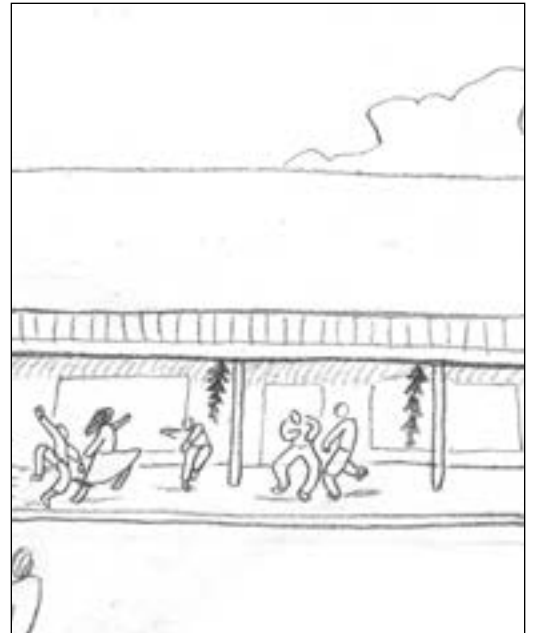
“And you and I found that coin.”

“Yes,” said Do·ba.

“So it could be a book about all of that.”

“Why not?” said Do·ba. “If you **w**rite it, I will make the pic·tures.”

I said, “Shake on it!” Then we shook hands.



NAME: _____

DATE: _____

Dear Family Member,

This is a story your student has probably read once, possibly several times, at school. Encourage your student to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined. Please note that multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

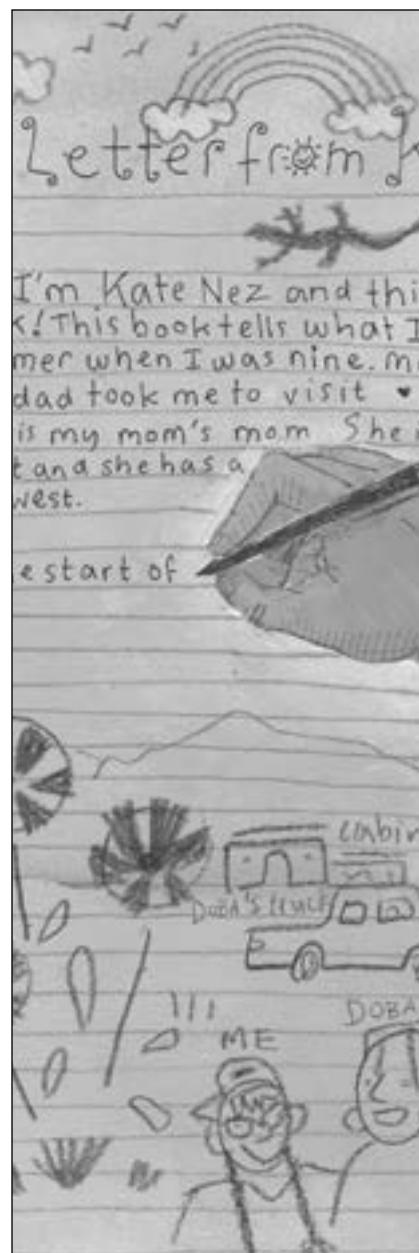
Repeated oral reading is an important way to improve reading. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

We Make a Book

When we got back to Do·ba's, I start·ed to write the book. I wrote down all of the cool stuff that happ·ened to me out West. The hard·est part was gett·ing start·ed. Once I got started, it went fast.

Do·ba helped me pick out good words. Some·times when you write, you have to write things two or three times to get all of the best words and get them in the best or·der.

Gad helped me out, too. He said, "I can help you with spell·ing. I am the best spell·er in my class." Gad looked at what I had writt·en and fixed a lot of spell·ing mis·takes that I had made.



When I had **writt·en** the words, Do·ba got out her brush and start·ed to make the art. It took her a long time. She sent the pic·tures to me three weeks af·ter I went home.

My dad took me and my book to a pal of his to see if he would pub·lish the book.

The man looked at it and said, “This is well-**writt·en**! Chil·dren out there will like this book. I’d like to print it!”

I was so glad, I shout·ed, “Yipp·ee!”

The man and his staff got the book all set to pub·lish. Then they sent it to a print·er.

I hope you liked the book.

If you’d like to **writ·e** me a lett·er, you can send it to me at this add·ress:

Kate Nez
801 East High Street
Charlottesville, Virginia 22902



We Are TV Stars

1. Where were Kate and Gad when they saw them·selves on TV?

Page _____

2. What did the TV man ask Kate?

- Where did you spot the coin?
- What's your name?
- Where is your Do·ba?

Page _____

Directions: Have students reread the story and answer the questions.

3. What did the TV man ask Gad?

Page _____

4. Have you ev·er seen your·self or a
pal on TV?

Page _____

Do·ba's Book

1. What sort of book did Do·ba have?
 - She had a pic·ture book.
 - She had a com·ic book.
 - She had a Na·va·jo book.

Page _____

2. How did Do·ba feel when she got to the end of the book?

Page _____

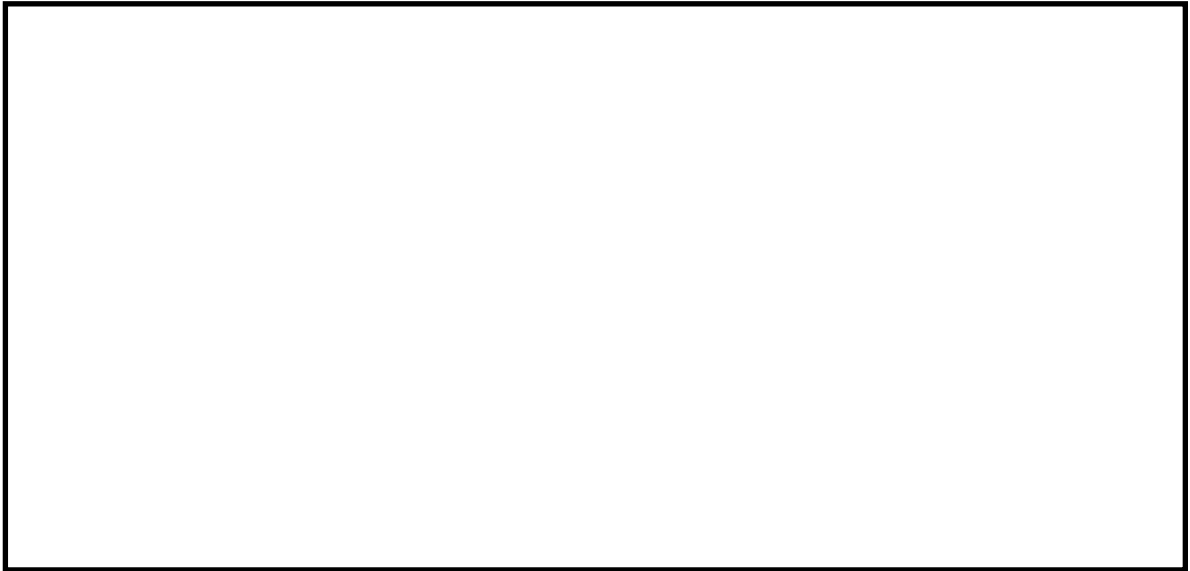
Directions: Have students reread the story and answer the questions.

Directions: In the box, have students illustrate a part of the story and write a caption below.

3. Why did Do·ba take her book to the book shop?

Handwriting practice lines consisting of three sets of solid top and bottom lines with a dashed middle line.

Page _____



Handwriting practice lines consisting of three sets of solid top and bottom lines with a dashed middle line.

The Book Shop

1. Who is Si·mon Chee?
 - Si·mon Chee writes Na·va·jo books.
 - Si·mon Chee is Do·ba's pal.
 - Si·mon Chee is a bone man.

Page _____

2. What did Kate ask Mis·ter Chee?

Page _____

Directions: Have students reread the story and answer the questions.

3. What sort of book would Kate like to make?

Page _____

4. Who will make the pic·tures for Kate's book?

- Kate will make the pic·tures.
- Si·mon will make the pic·tures.
- Do·ba will make the pic·tures.

Page _____

NAME: _____

PP.27

DATE: _____

We Make a Book

1. Who helped Kate with her spelling?

Page _____

2. Who made the art for the book?

Page _____

Directions: Have students reread the story and answer the questions.

3. Use the lines to write a letter to Kate.

Handwriting practice lines for writing a letter. The page contains 12 sets of three horizontal lines (top solid, middle dashed, bottom solid). The first set is positioned at the top left, and the remaining sets are spaced evenly down the page. The final set of lines is positioned at the bottom right, leaving a blank space for a signature or name.

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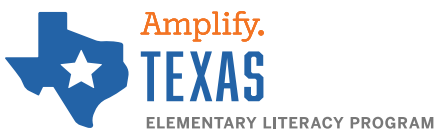
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Grade 1

Skills 5 | Reader

Kate's Book

Grade 1

Skills 5

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A Letter from Kate

I'm Kate Nez, and this is my book!

This book tells what I did last summ·er when I was nine. My mom and dad took me to vis·it with my Do·baa. Do·baa is my mom's mom. She is an art·ist, and she has a cab·in out in the South·west.

At the start of my time with Do·baa, I was sad. It seemed like it would be a boring summ·er. But in the end I had a lot of fun.

I made this book to tell you all the fun stuff I did last summ·er. When I fin·ished it, Do·baa made the art. You have the book we made in your hands. I hope you like it!

Kate Nez



In the Cave

When I went to visit with Do·ba, I was sad. I missed Mom and Dad. But Do·ba cheered me up and made things fun.

Do·ba took me on hikes. The land I saw in the South·west was not at all like the land I am used to. Where I am from, things are green in the summ·er, and there are lots of trees. Out in the South·west, there are hills and red rocks, but not a lot of trees. In some spots, you can hike for a mile and not see one tree!

Once, Do·ba and I were on a hike when it start·ed to storm. Do·ba and I went in·to a cave so that we would not get wet.







As we were stand·ing there, I saw some·thing shimm·er in the dark.




“Do·ba,” I said, point·ing at the spot,
“what’s that?”

“Well,” said Do·ba, “let’s have a look.”

We looked and saw some·thing stuck
in a crack in the rock. I grabbed it.

“It’s a coin!” I said.

“Well, I’ll be!” said Do·ba.







I said, “What sort of coin is it?”

Do·ba said, “I can’t tell. It looks like it could be made of sil·ver.”

Then she said, “I have a pal, Sa·ni, who is an ex·pert on coins. We can bring it to him to·morr·ow, and he will tell us what sort of coin it is.”

I dropped the coin in my pock·et, and we went on with our hike.







The Coin Shop

Do·ba drove us to the coin shop.

The man in the coin shop was a pal of hers. His name was Sa·ni.

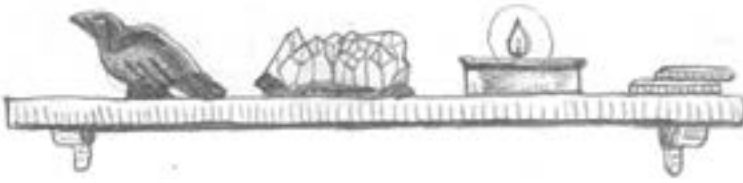
“Sa·ni,” Do·ba said, “this is Kate Nez. I’m Kate’s Do·ba. She’s out here for the summ·er. We went for a hike, and Kate found a coin in a cave.”

“Well, Miss Nez,” Sa·ni said, “let’s have a look at it!”

I hand·ed him the coin.

Sa·ni set it un·der a look·ing glass and switched on a lamp. “Let’s see,” he said. “It’s got some scratch·es on it. But I can tell that it’s a Span·ish coin. It’s made of sil·ver, too.”





“When was it made?” asked Do·ba.

“There’s no date on the coin,” said Sa·ni.
“But I’ll bet it dates back to the six·teen
hun·dreds. The Span·ish mint·ed a big batch of
coins like this one back then.”

“Good·ness!” said Do·ba.

“Is that a long time back in the past?” I
asked.

“Yes,” said Sa·ni. “Let me run and fetch my
book on Span·ish coins.”

When Sa·ni came back, he said, “There’s
just one thing I need you to tell me, Miss Nez.”





“What’s that?” I asked.

“Are there a lot of coins like this one in that cave?”

“No,” I said, “we found just this one.”

“That’s a shame,” Sa·ni said.

“Why?” I asked.

“If there were a lot of coins, you and your Do·ba would be rich!” said Sa·ni. “I could sell a coin like this for three hun·dred bucks!”

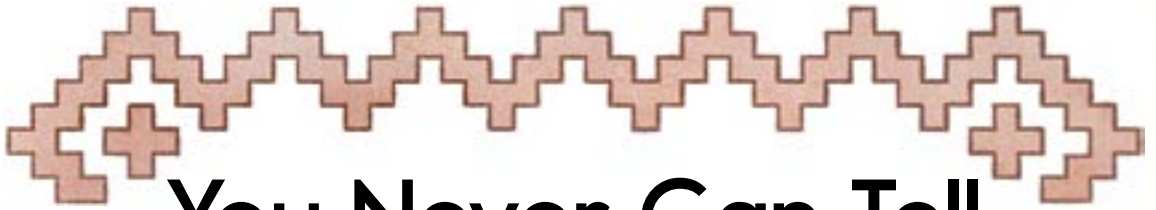
“Three hun·dred bucks?” said Do·ba.

Sa·ni nodd·ed.

“Yipp·ee!” I shout·ed. “I’m rich!”







You Never Can Tell

Sa·ni said that he could sell the coin that I found for three hun·dred bucks. But I kept it and took it back to Do·ba's cab·in.

We got a snack from the kitch·en and then start·ed to chat.

“Can I see the coin?” Do·ba asked.

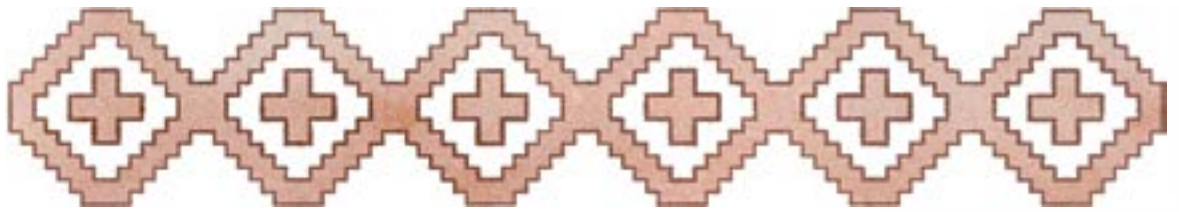
I stretch·ed out my arm and gave it to her.

“If this coin had lips,” Do·ba said, “what would it tell us? Would it tell us who left it in that cave and why he or she was there?”

“I wish it would,” I said. “What is the leg·end of this coin?”

I stared at the coin for a bit.





After a bit I said, “If this coin costs three hundred bucks, why did some-one hide it?”

“Well,” Do·ba said. “Span·ish coins like this one are rare, so Sa·ni can sell them for a lot of cash. But back when this coin was made, it was not rare. There were a lot of coins just like this one. Back then this coin was sort of like a dime.”

I took a dime out of my pock·et and said, “So if I keep this dime for a long time, un·til it gets rare and there are not a lot of them left, will it be a three hun·dred buck dime?”

“It could happ·en,” said Do·ba. “You nev·er can tell!”





I asked Do·ba, “Who do you think hid the Span·ish coin?”

“Let’s think,” Do·ba said. “It was on Na·va·jo land.”

“A Span·ish coin on Na·va·jo land?” I asked.

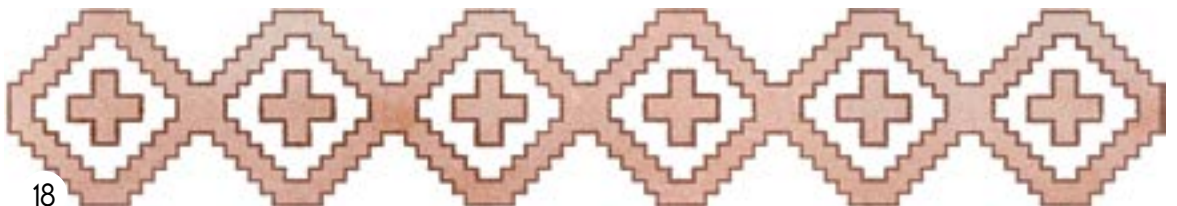
“We lived on this land before the Span·ish,” Do·ba said. “The Span·ish came later. They tried to take the land from us looking for gold.”

“Per·haps a Span·ish person lost it here,” I said. “Did the Na·va·jo then make blue stone crafts like you do?”

“They did,” Do·ba said.

“Per·haps a Span·ish person traded this coin for blue stone,” I said.

“Or per·haps a Na·va·jo girl found the coin and hid it,” Do·ba said. “A Na·va·jo girl like you.”







The Offer

I was sitting in the kitchen, scratching a large bug bite on my leg, when Doba came in. “I just spoke with Sani,” she said . “He made us an offer.”


“What sort of offer?”

“He offered to take us camping with him and Gad.”

“Who is Gad?”

“Gad is nine, like you . Sani is his grand-dad.”

“What would we do?” I asked.



“Well, we would hike, look at rocks, cook lunch and dinn·er out·side, look at the stars, and sleep in a tent.”

“Gee,” I said, “that sounds like fun! When can we start?”

“To·morr·ow morn·ing!” Do·ba said.





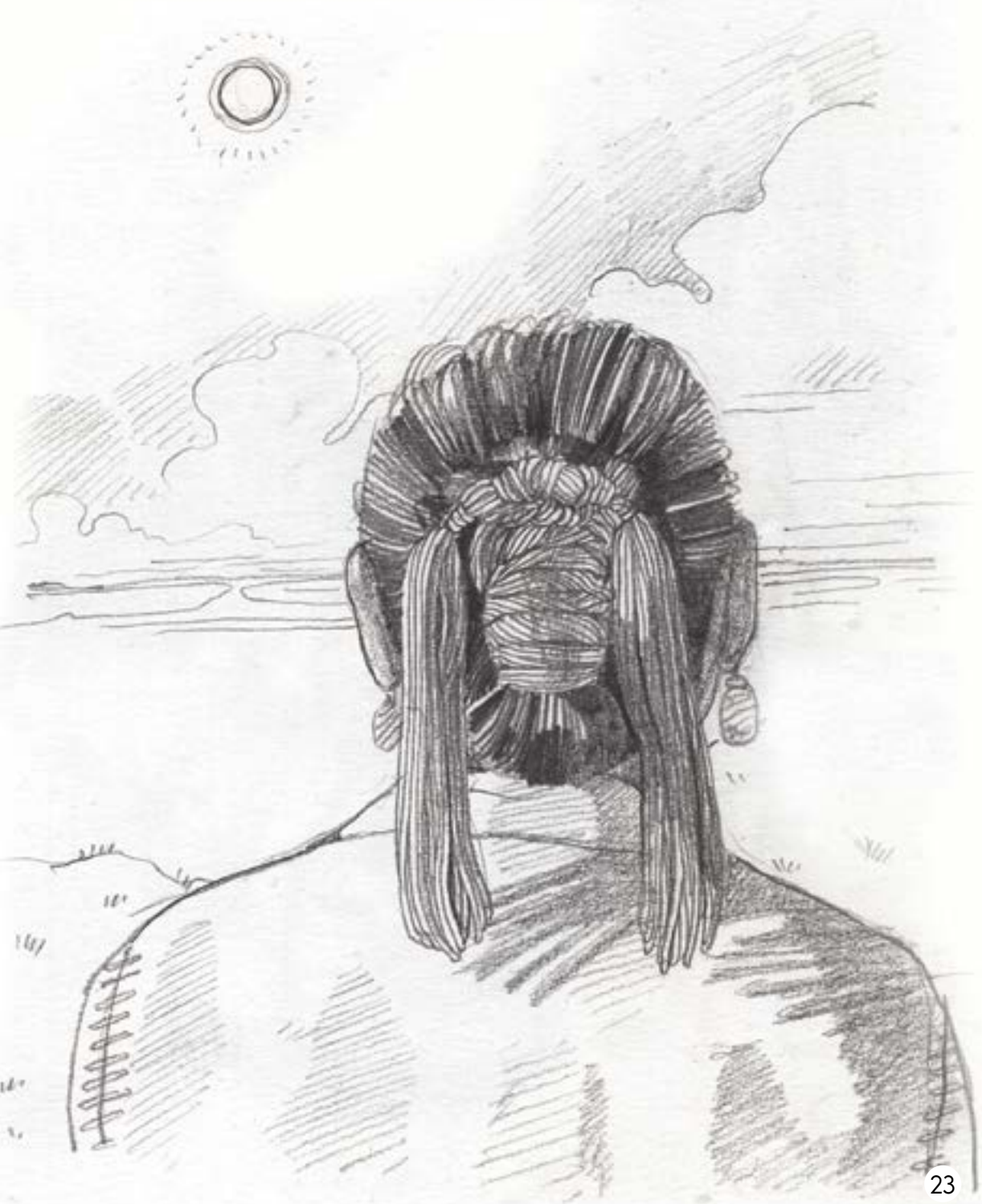
The Campsite

Sa·ni came and picked us up in his truck. We drove for miles to get to the camp·site.

“Do·ba,” I said, “what is this place?”

“Well,” said Do·ba, “take a look. See all the sand, rocks, and stones? This land is not good for farming, but it’s good for hik·ing.”

“And it’s good land for camp·ing!” said Sa·ni.



When we got to the camp·site, we had to un·pack sleep·ing bags, tents, lan·terns, match·es, and lots of food . We lugged it all to the camp·site.

Sa·ni chose a spot to set up camp. Gad and I helped set up the tents. It took us a long time.

For dinn·er we had hot dogs. We stuck them on sticks and held them in the fire. My hot dog got all black be·cause I left it in there too long. Gad gave me one of his.

That was when I said to my·self, “Gad is OK!”





Sa·ni's Story

After din·ner we munched on pine nuts by the fire.

“Do you know of Spi·der Wo·man?” Sa·ni asked. “If not, I will tell you of her.”

“Who is Spi·der Wo·man?” I asked.

“Spi·der Wo·man helps the Na·va·jo,” Sa·ni said. “She showed us how to weave. We Na·va·jo are ex·pert weav·ers, you know.”

“Like Do·ba!” said Kate.

“Yes,” said Sa·ni. “Did you know that Na·va·jo weav·ers keep one thread o·pen in their weav·ing so that the spir·it of the weav·er does not get trapped in the rug?”

“Now, Spi·der Wo·man,” Sa·ni went on, “lives on Spi·der Rock—way out there.”





He pointed far off. A tall, red stone rose in the sky. It was as big as many hills.

“It is her home,” Sa·ni said. “Spi·der Wo·man comes in·to man·y old stor·ies. This is just one.”

“It was one day long ago. A Na·va·jo boy was looking for food here in the cliffs. Then, he heard a shout. A bad boy was there! He wanted to hurt the Na·va·jo boy.”

“No!” said Kate.

“The Na·va·jo boy ran, but there was no place to hide. He ran all the way to Spi·der Rock.”

“Wait, he should climb the Rock!” Kate said. “The bad boy could not catch him then.”

“Yes,” said Sa·ni. “But the boy was tired. How would he climb the rock?”

“I don’t know,” said Kate.





“The boy al·so did not know,” said Sa·ni.
“But then, a silk rope made of spi·der web fell!
It came from the top of Spi·der Ro·ck. The boy
had no time to think. He took it in his hand. It
was strong, and with it he could climb. On top,
he was safe.”

Kate looked at Spi·der Ro·ck far off. How
would it feel to climb it on a rope made of
web?

“Did Spi·der Wo·manan make the rope?” she
asked.

“That’s what the boy told his Do·ba when
he got home,” Sa·ni said. “What do you think?”

Kate did not say. She ran o·ver the stor·y in
her mind.





“I like that story,” she said at last. Gad
nod·ded, too.

“I am glad,” Sa·ni said. “We Na·va·jo like to
tell stories of Spi·der Wo·man. It’s good you
know one now, too.”





The Visit

After telling us the story, Sa·ni said, “It’s time to pack up the food.”

We stuffed the food into a large pack with a rope on it. Sa·ni tossed the rope up into a tree and hoisted the food pack up so that it was hanging ten feet off of the ground.

“Paw-paw,” said Gad, “why do we have to keep the food up in the tree?”

“Be·cause it will keep the food safe from foxes and rabbits that would like to snack on it,” Sa·ni said.







After that, we crawled in to the tents,
flipped off our lanterns, and went to sleep.

Do·ba and I slept well un·til a loud clatt·er
out·side woke us up.

“What was that?” I asked.

“I can’t tell,” said Do·ba, as she hugged me
close to her.







Sa·ni ran out·side with his lan·tern and yelled, “Get out of here! Scram! Get lost!”

When we went out, we saw Sa·ni and Gad standing there. Sa·ni had his lan·tern.

“Sa·ni,” Do·ba asked, “who came to vis·it?”

“I did not see it,” said Sa·ni, “but I’m bett·ing it was a fox who was look·ing for some scraps of food. He bumped in·to the pots and pans. The clatt·er of the pots and pans must have scared him off.”

“Is that why we hoist·ed the food pack up in the tree?” Gad asked.

“That’s why!” said Sa·ni.







The Hike

The next morning, we went on a hike.
After a bit, we stopped for lunch.

When Gad finished his lunch, he asked,
“Can Kate and I look for rocks?”

Sa·ni said OK.

“Kate,” Gad said to me, “bring your fork.
We can use it to dig up rocks.”

I grabbed my fork, and we went off to
look for rocks.







Gad point·ed at a bump on the side of a cliff and said, “Let’s dig that rock out!”

The rock did not look all that large. But when we start·ed digg·ing, we soon saw that it was larg·er than it had seemed.

Af·ter a bit, Gad said, “**G**ee! It must be two feet long! We need to keep scratch·ing in or·der to carve it out of the side of the cliff.”

We went on scratch·ing with our forks.

“Let’s tug on it!” Gad said. “I bet we can get it out by our·selves.”







We grabbed and tugged it.

It popped out. But so did a big cloud of sand and dust. Gad and I fell down.

Once the dust and sand had drifted off, I saw Gad standing there with the thing in his hands.

“It’s not a rock!” he yelled. “It’s a bone!”

It was the biggest bone I had ever seen. It was three feet long!







Sa·ni and Do·ba came runn·ing. When she saw the bone, Do·ba looked up·set.

“Are you OK?” I asked.

She did not say. “Will you tell me, Kate, where you found that **large** bone?”

I point·ed to the spot where we found it.

“Good·ness!” she said. “It was in the cliff.”

“What is done is done,” said Sa·ni. “Let’s look at it.”

Sa·ni set the bone on the ground. Then he took a pic·ture of the bone and said, “We need to get an ex·pert to look at this bone and tell us what sort of bone it is.”







The Bone Man

The next morning, Sa·ni said, “I just had a chat with a man from West·ern State Coll·ege. His name is Ron Fitch, and he is an ex·pert on bones. He has writt·en lots of books. If we bring him the bone, he can tell us what sort of bone it is.”

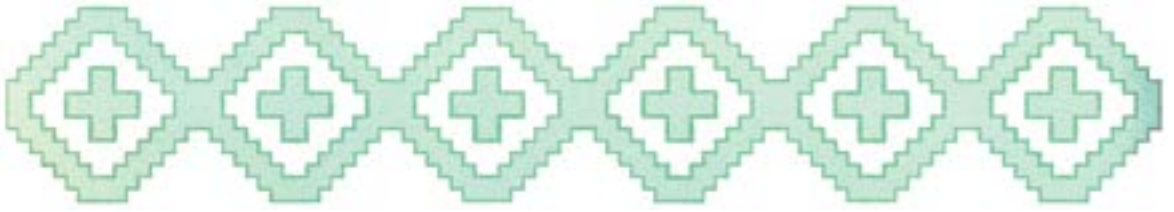
“He’s a bone man?” asked Gad.

“Yep,” said Sa·ni.

We got in·to the truck. Sa·ni said that I was in charge of the bone. I wrapped it up and set it on my lap.

When we got to the coll·ege, we gave the bone man the bone. When he saw it, he broke in·to a big grin.





The bone man bent down and said, “I could be **w**rong, but it looks like you’ve found some·thing big here! I have to do some tests, but I’ll bet this is a bone of a rap·tor.”

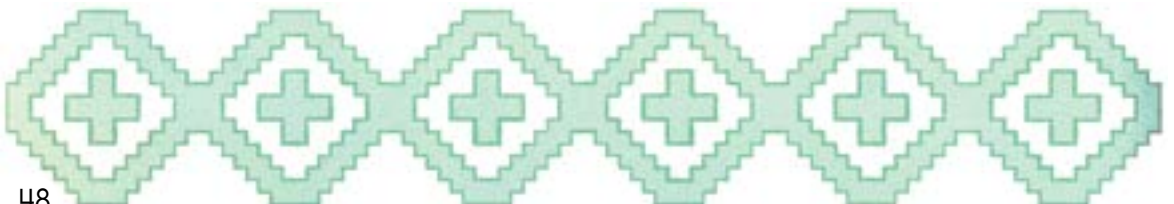
“Sweet!” yelled Gad.

“What’s a rap·tor?” I asked.

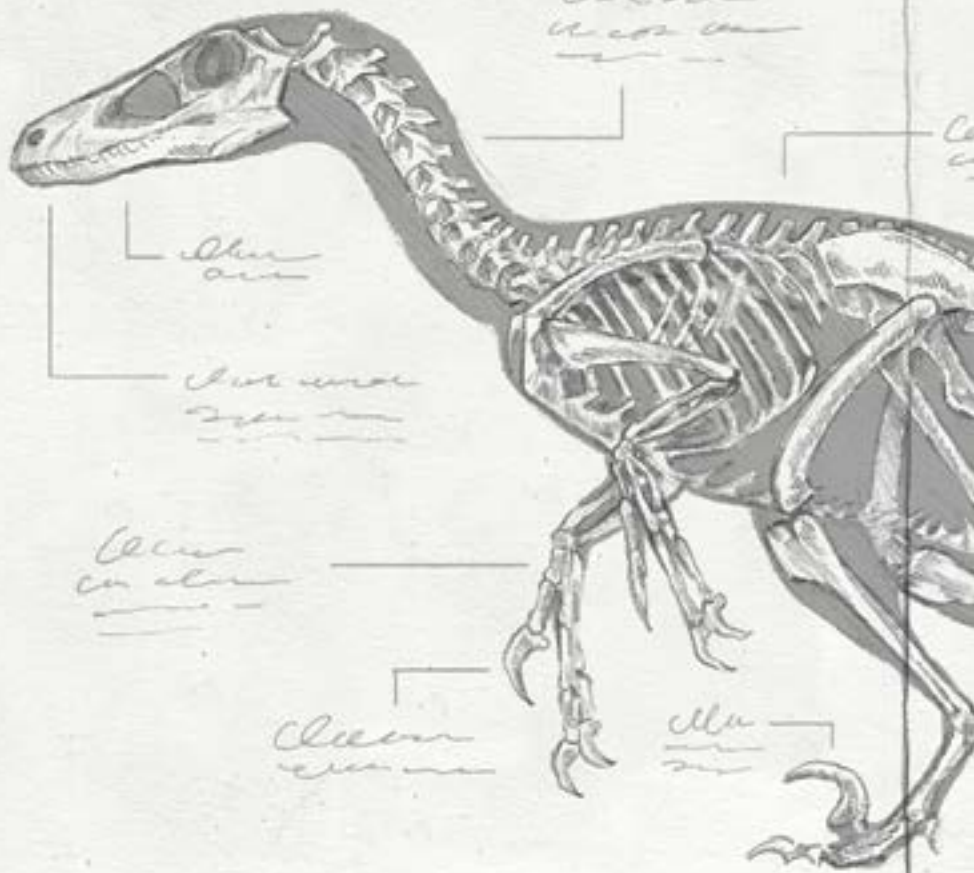
Gad looked at me like I was from Mars.

“Kate!” he said, “A rap·tor is like the cool·est rep·tile of all time!”

The bone man went and got a book. He point·ed to a **l**arge pic·ture of a rap·tor.



VELOCIRAPTOR



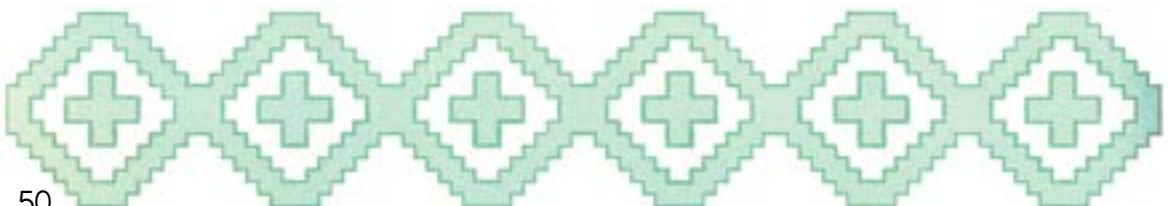
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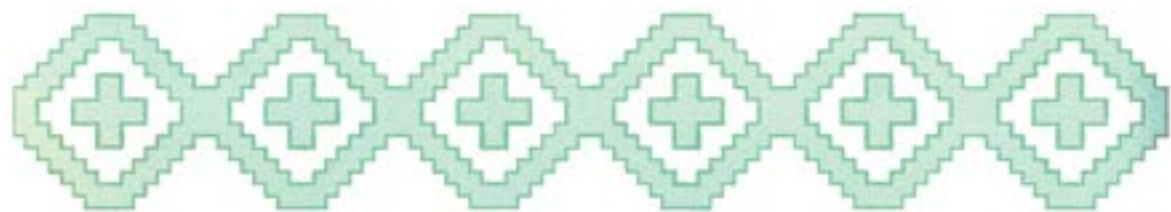
“Jeep·ers,” I said, “he is big! Why have I nev·er seen a rap·tor like this at the zoo?”

The bone man smiled. So did Do·ba and Sa·ni.

“You can’t see a rap·tor at the zoo,” the bone man said. “They were all wiped out a long time back in the past. The rap·tor is ex·tinct. All that’s left of them to·day are bones pres·erved in the ground. And there are not a lot of bones. That’s why it’s such a cool thing that you found this bone pres·erved in the side of the cliff!”

But Do·ba still did not seem to think it was cool.







Two Good Things and One Bad Thing

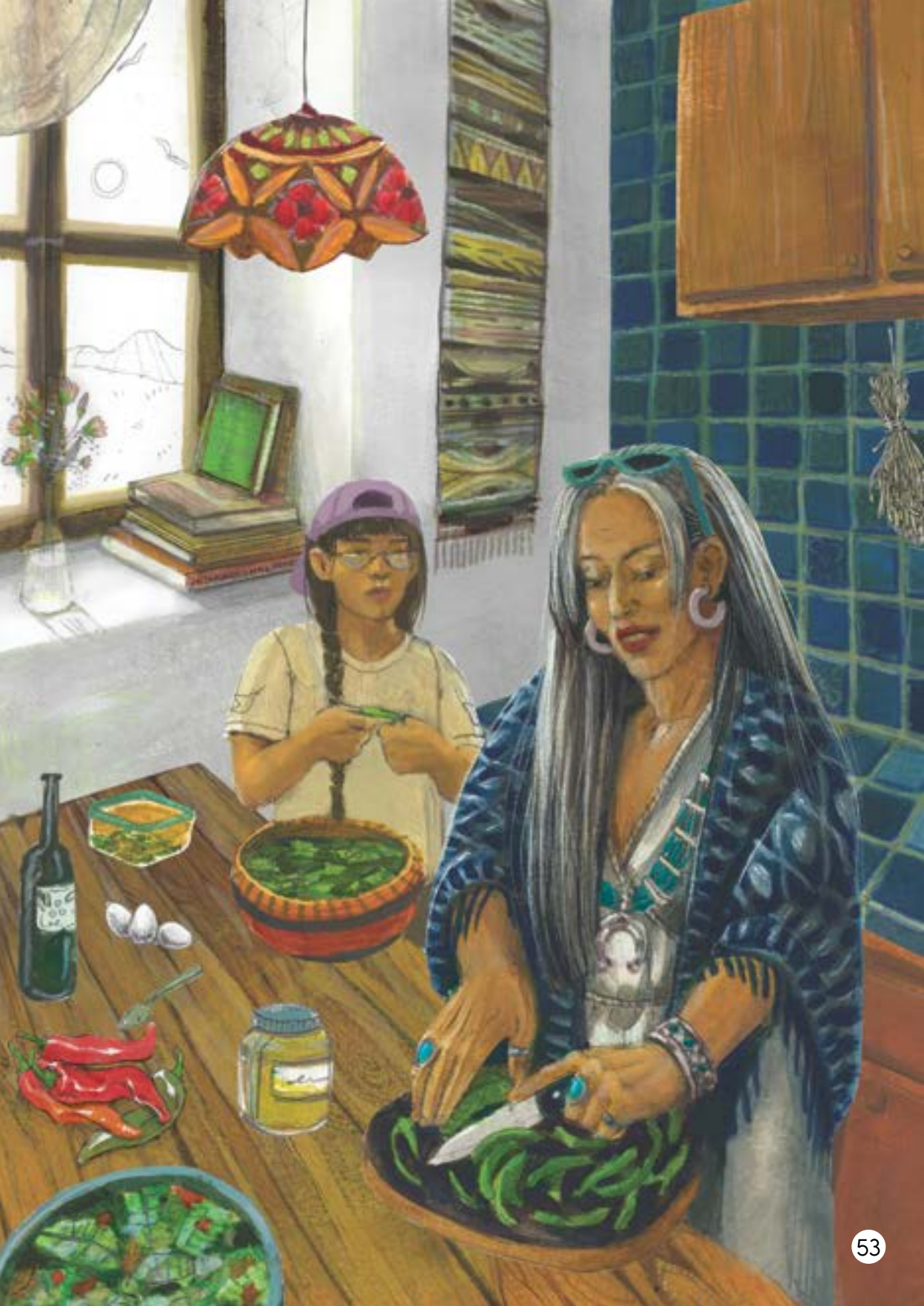
The next week, Do·ba said, “I just spoke with Ron **Fitch**, the bone man. I’ve got three things to tell you. Two of them are good things that you will like. One is a bad thing that you will not like.”

“Tell me one of the good things,” I said.

“Mis·ter **Fitch** got the tests back. The bone that you and Gad found is a rap·tor bone!”

“Yipp·ee!” I shout·ed. “I am glad that is solved. Gad will be so thrilled that he has a rap·tor bone!”

“Well,” said Do·ba, “that brings me to the bad thing.”



“What is it?” I asked, scratch·ing my wrist.

“The bad thing is that you and Gad will not get to keep the bone for your·selves.”

“Why not? Did we do some·thing wrong?”

“There is a law that says that you can’t dig up bones and keep them for your·self,” Do·ba said. “We Na·va·jo say the bone should have stayed in the ground. It be·longs to no one. But now that it is out, Mis·ter Fitch and his hel·pers will keep them safe for us.”

I felt bad. “Sorr·y I dug up the bone,” I said.

Do·ba smiled at me . “You did not know bett·er. You do now. May I tell you the sec·ond good thing?”





“Tell me!”

“They would like you and Gad to visit them when they are digging up the bones. And they would like the two of you to pick out a name for the rap-tor that you found.”

“Cool!” I said.





The Big Dig

When we went back to the cliff, the bone man was there with some help·ers. They had scraped the side of the cliff to ex·pose a lot of the rap·tor.

“So, will you dig out all of the bones here on site?” asked Do·ba.

“No,” said the bone man, “the next step will be to carve this cliff in·to large blocks of rock. Then we will wrap the blocks up in plas·ter. The plas·ter will keep the bones from crack·ing. Then we will use a large crane to set the blocks on trucks. Then the trucks will take them to my lab. Once the blocks are there, we will start digg·ing the bones out of the blocks.”



“What sort of tools do you use for that?”
asked Do·ba.

“We use tools a lot like the ones den·tists use
on teeth—brush·es and sharp picks.”

“Kate and I used forks!” said Gad.

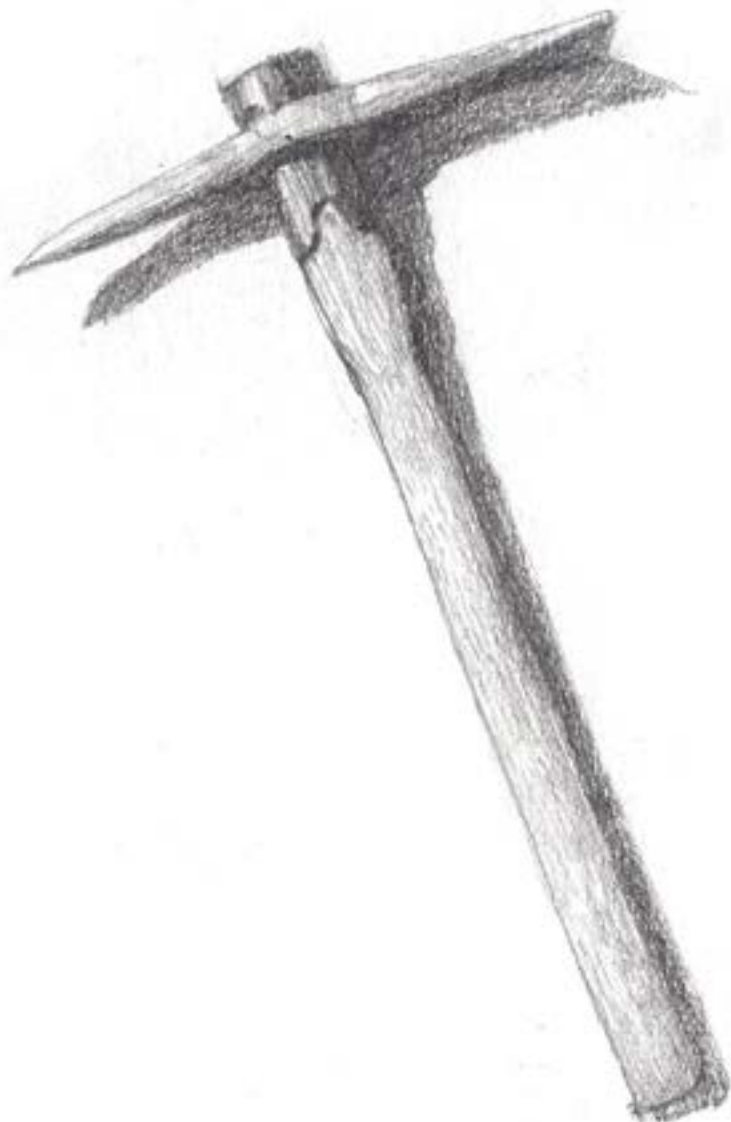
“How long will it take to carve all of the
bones out of the rocks?” Sa·ni asked.

“Well,” said the bone man, “we’ve got a lot
to do. It will take some time be·cause we have
to be care·ful not to wreck the bones.”

“Will you be fin·ished by the end of the
summ·er?” I asked.

“No,” said the bone man, “you and Gad will
have to vis·it next summ·er and per·haps the
summ·er af·ter that. Then we can catch up on
our digg·ing prog·ress!”





“So,” said the bone man, “have you picked out a name for this rap·tor?”

“Yes, I’ve picked one,” I said.

All of the digg·ers stopped digg·ing and looked at me.

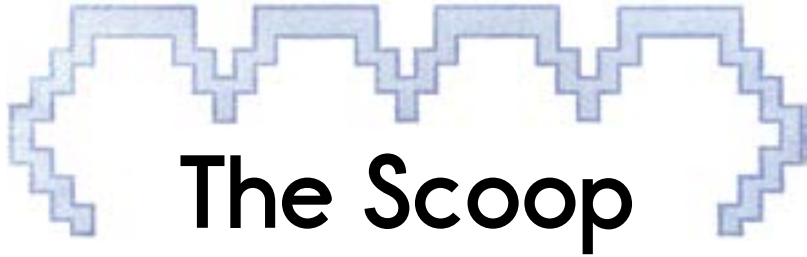
I said, “This rap·tor will be named Gad!”

All of the men cheered.

Gad smiled.





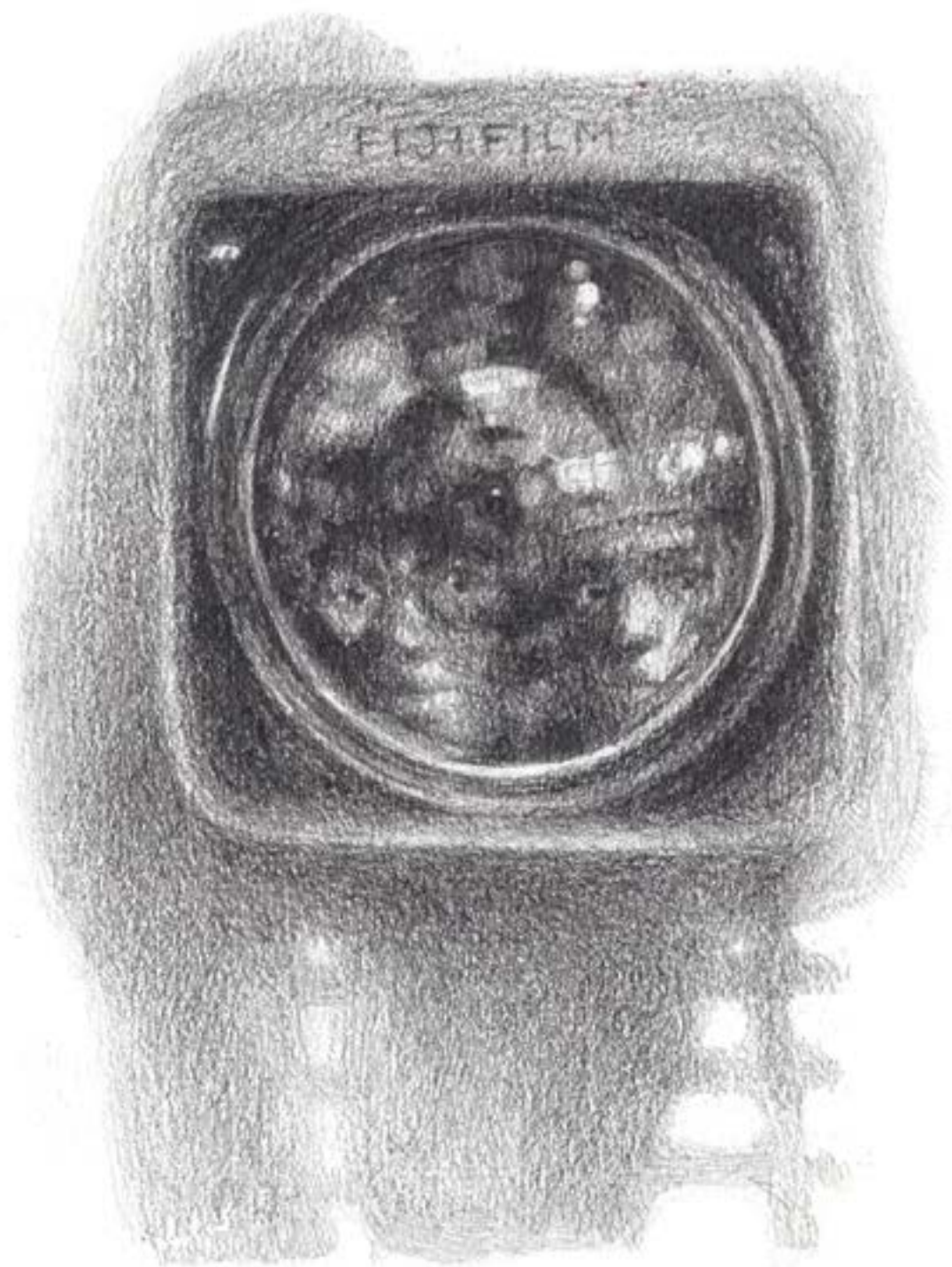


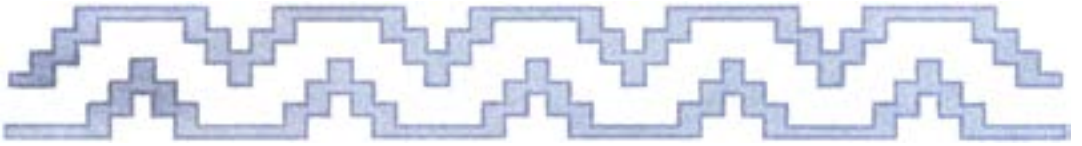
The Scoop

After we named the rap·tor, some men came charg·ing up to us.

“Can we shoot some film of you for TV?” one of them asked. “It would be a big scoop for us.”

Do·ba and Sa·ni said it was OK.



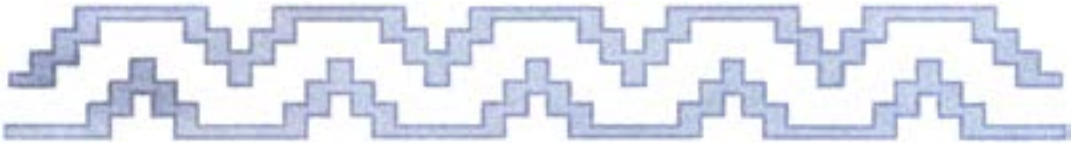


The men set up a bunch of stuff to shoot the film. Then one of them started counting down from ten. He said, “Three, two, one!” Then he pointed at us.

The TV man spoke in to a mike. He said, “This is Rog·er Fletch·er. I’m stand·ing here on the site where two chil·dren have found the bones of a rap·tor.”







The man bent down to Gad and stuck the mike un·der his nose. He said, “What’s your name?”

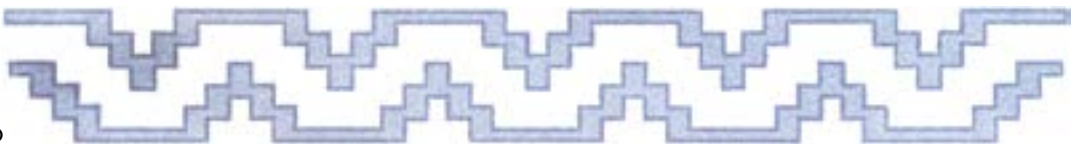
Gad looked like he was scared of the mike. He jumped back a bit. Then he mutt·ered, “I’m Gad.”

“And you?”

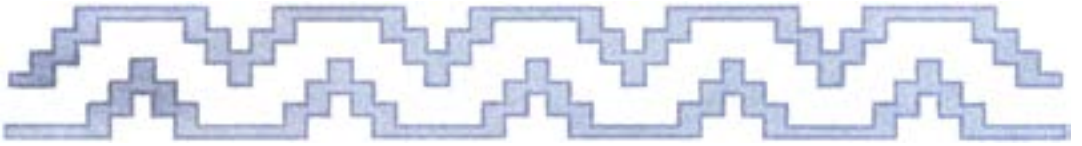
I said, “I’m Kate.” Then I waved.

“Gad,” said the man, “where did you spot the bone?”

Gad said, “It was stick·ing out of the side of a cliff.”







“Kate, could you tell it was a bone when you saw it?”

“No,” I said, “it looked like a rock.”

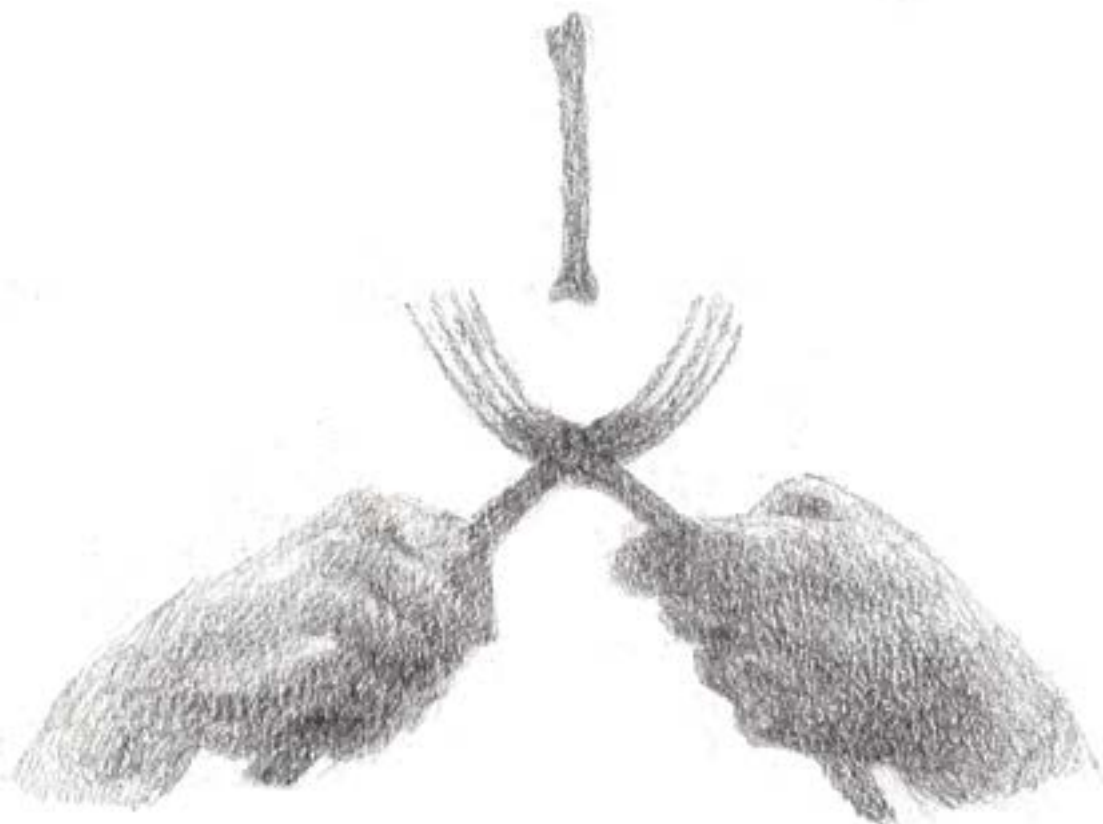
“What did you use to dig it out?”

“We used our forks!” said Gad.

“Forks!” said the man. “That’s cool. Could I get a close-up of the two of you with your forks?”

Some·one ran and got us two forks. We held them up and smiled un·til the man said, “Cut!” And that was the end of that.







We Are TV Stars

We drove back to Do·ba's cab·in and got there just in time to see our·selves on TV.

The TV man said, "This is Rog·er Fletch·er. I'm stand·ing here on the site where two children have found the bones of a rap·tor."

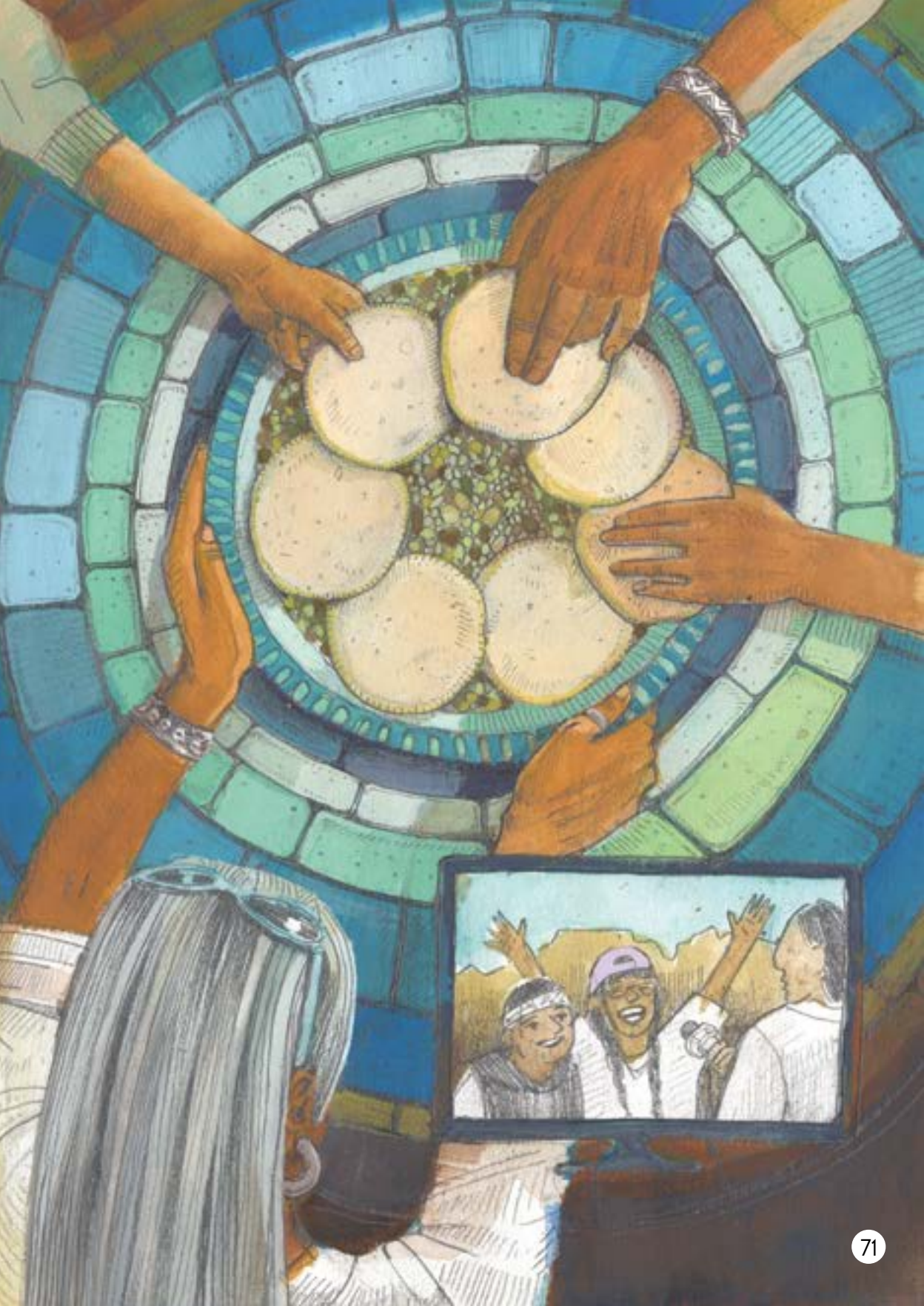
Then Gad and I saw our·selves on TV.

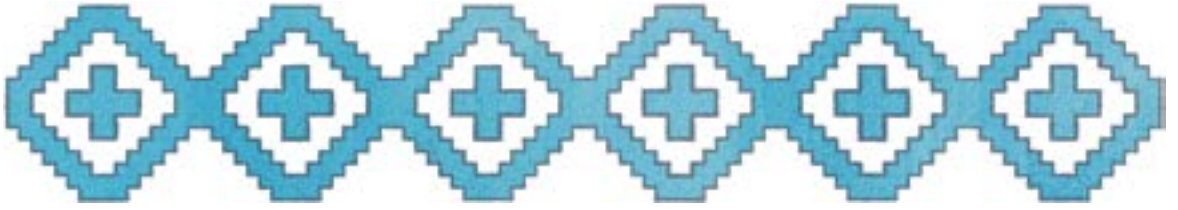
"Woo-hoo!" I shout·ed. "We are TV stars!"

Then came the part where the TV man asked Gad his name, and Gad looked like he was scared of the mike.

"Gad, you goof!" I said. "Why did you jump back like that?"

Gad just shrugged.





Next the TV man asked me my name.

I said, "I'm Kate." Then I waved.

"Gad," said the TV man, "where did you spot the bone?"

Gad said, "It was sticking out of the side of a cliff."

"What did you use to dig it out?"

"We used our forks!" said Gad.

Then we saw the close-up of Gad and me with our forks.

"So there you have it!" said the TV man. "I'm Rog·er Fletch·er with a tale of two chil·dren, two forks, and one large rap·tor!"







Do·ba's Book

Gad and I and the rap·tor were on TV six times. I was glad when it came to an end. Af·ter you smile and wave a fork six times, it gets to be less fun.

One morn·ing, Do·ba hand·ed me a book and said, "Let's drive to the book shop."

"Do·ba," I said, "why do you need to get a book at the book shop when you have this one?"

"I just fin·ished that one," Do·ba said. "I liked it a lot. And it just so happ·ens that the man who wrote it will be at the book shop to·day. I'd like to meet him."







In the car I looked at the book. It said
“Dust Up, by Si·mon Chee.”

“What sort of book is this?” I asked.

“It’s a book by a Na·va·jo man,” said Do·ba.
“His name is Si·mon Chee.”

“What does he write on?”

“Pa·per,” smiled Do·ba.

“Do·ba!”

“Just a joke,” said Do·ba. “Si·mon Chee
writes down old stories of the Na·va·jo.”

“Like the stor·y of Spi·der Wo·man Sa·ni told me?”

“Yes!” Do·ba said. “And about the Na·va·jo today, too. Not just in the past.”

I looked at the last page and saw the page num·ber: 305.

“Yikes!” I said . “This is a long book!”

“It is,” said Do·ba. “But it felt short to me be·cause I liked it so much. I was sad when I got to the end!”


I start·ed to look in·side the book, but just then Do·ba said, “Here we are!”

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The Book Shop



In the book shop, there was a big stack of books. Next to the books sat Si·mon Chee, the man who wrote the books. He had a pen in his hand and a big smile on his lips.

“You’d smile too if your book were selling as well as his is!” Do·ba said.

Do·ba and I went and stood in line to meet Si·mon Chee.





Do·ba shook hands with him and said, “I’ve got twelve of your books. This one was your best book yet!”

The man smiled and said, “That’s sweet of you! I hope you will pick up my next one, too!”

“I will!” said Do·ba.

Then the man wrote, “Best wish·es, Si·mon Chee,” in Do·ba’s book.

“Mis·ter Chee,” I asked, “how hard was it to write that book?”

“Well,” he said, “this one was not all that hard. The last one I did was a lot hard·er.”

As we got back in the car, I said, “Do·ba, I’d like to write a book.”





“What sort of book would it be?” Do·ba asked.

“Well,” I said, “Gad and I found the rap·tor.”

“Yes, you did,” said Do·ba.

“And you and I found that coin.”

“Yes,” said Do·ba.

“So it could be a book a·bout all of that.”

“Why not?” said Do·ba. “If you **w**rite it, I will make the pic·tures.”

I said, “Shake on it!” Then we shook hands.







We Make a Book

When we got back to Do·ba's, I start·ed to **w**rite the book. I **w**rote down all of the cool stuff that happ·ened to me out West. The hard·est part was gett·ing start·ed. Once I got started, it went fast.

Do·ba helped me pick out good words. Some·times when you **w**rite, you have to **w**rite things two or three times to get all of the best words and get them in the best or·der.

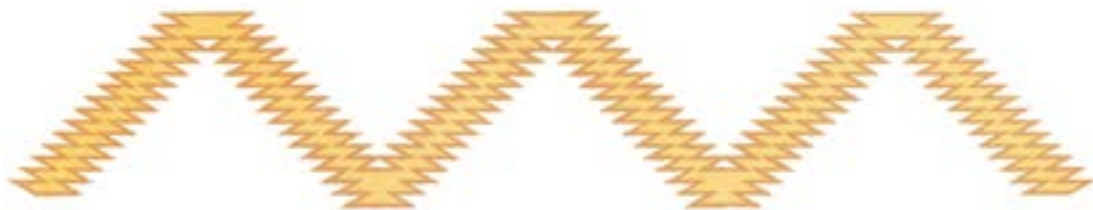
Gad helped me out, too. He said, "I can help you with spell·ing. I am the best spell·er in my class." Gad looked at what I had **w**ritt·en and fixed a lot of spell·ing mis·takes that I had made.

A Letter from Kate

I'm Kate Nez and this is my book! This book tells what I did the summer when I was nine. My mom and dad took me to visit ♥ Doba ♥. Doba is my mom's mom. She is an artist and she has a _____ in the Southwest.

At the start of





When I had **writt·en** the words, **Do·ba** got out her brush and **start·ed** to make the art. It took her a long time. She sent the **pic·tures** to me three weeks **af·ter** I went home.

My dad took me and my book to a pal of his to see if he would **pub·lish** the book.

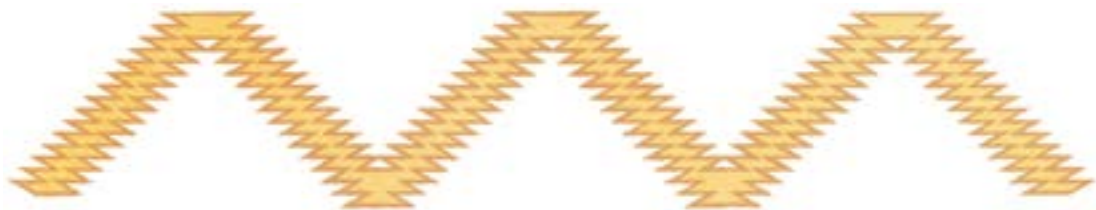
The man looked at it and said, “This is **well·writt·en**! **Chil·dren** out there will like this book. I’d like to print it!”

I was so glad, I **shout·ed**, “Yipp·ee!”





Doba and I went into a cave so
we would not get wet.



The man and his staff got the book all set to pub·lish. Then they sent it to a print·er.

I hope you liked the book.

If you'd like to write me a lett·er, you can send it to me at this add·ress:

Kate Nez

801 East High Street

Charlottesville, Virginia 22902



☆
♥ Summer with
Doba ♥

photo at
the dig

pressed sage
flower



my coin!

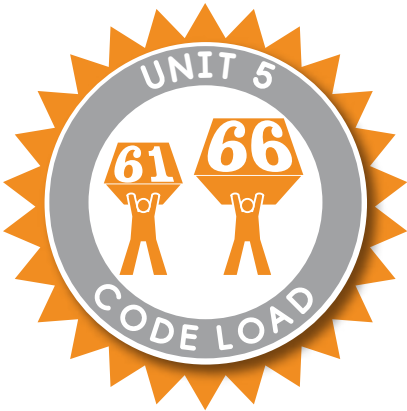


About this Book

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
/ee/ as in bee
/ae/ as in cake
/ie/ as in bite
/oe/ as in home
/ue/ as in cute
/oo/ as in soon
/oo/ as in look
/ou/ as in shout
/oi/ as in oil
/aw/ as in paw
/ar/ as in car
/or/ as in for
/er/ as in her

CONSODO-BAT SOUNDS AND SPELLINGS:

/m/ as in swim, swimming
/n/ as in run, running
/t/ as in bat, batting, asked
/d/ as in bid, bidding, filled
/k/ as in cot, kid, rock, soccer
/g/ as in log, logging
/f/ as in fat, huff
/s/ as in sit, hiss
/z/ as in zip, hums, buzz
/v/ as in vet
/p/ as in tip, tipping
/b/ as in rub, rubbing
/l/ as in lamp, fill
/r/ as in rip, ferrret
/h/ as in ham
/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 then
/th/ as in thin

/ng/ as in king
/qu/ as in quit

OTHER:

- Two-syllable words
- Punctuation (period, comma, quotation marks, question mark, exclamation point, apostrophe)
- contractions (*let's, here's, it's*)
- hyphen
- number (350)
- abbreviations (*TV, OK*)

TRICKY WORDS:

a, I, no, so, of, all, some, from, word, are, were, have, one, once, to, do, two, the, who, said, says, was, when, where, why, what, which, here, there, he, she, we, be, me, they, their, my, by, you, your, because, could, would, should, down, today, yesterday, tomorrow, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

Code Knowledge added gradually in the unit for this Reader:

- Beginning with “A Letter from Kate”: the Tricky Word *how*, *Doba*
- Beginning with “The Coin Shop”: the Tricky Word *Sani*; the sound /ch/ spelled 'tch' as in *itch*
- Beginning with “The Offer”: the Tricky Word *Gad*
- Beginning with “You Never Can Tell”: the Tricky Words *Navajo*, *person*; the sound /j/ spelled 'g' as in *gem* and 'ge' as in *fringe*
- Beginning with “Sani’s Story”: the Tricky Words *know*, *woman*, *weave/weavers*, *showed*, *thread*, *open*, *sky*, *many*, *story/stories*, *climb*, *over*
- Beginning with “The Hike”: the Tricky Word *picture*, *done*; the sound /v/ spelled 've' as in *twelve*
- Beginning with “The Bone Man”: the sound /r/ spelled 'wr' as in *wrist*
- Beginning with “Two Good Things and One Bad Thing”: Tricky Words *stayed*, *belongs*, *sorry*
- Beginning with “Doba’s Book”: Tricky Words *Simon*, *paper*

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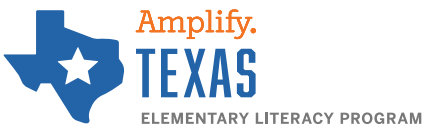
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Grade 1 | Skills 5 | Reader

Kate's Book

540L

ISBN 9781636020440



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5

Grade 1

Skills 5 | Digital Components

Grade 1

Skills 5

Digital Components

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'sh'	'ch'	's'	'x'

'er' > /er/	'ar' > /ar/	'or' > /or/	Other Two-Syllable Words	Tricky Word
summ•er lett•er	art•ist start	bor•ing	vis•it cab•in fin•ished	Do•ba

1. He got a big dog.
2. Did he get a big dog?

Who?

What?

Where?

When?

Why?

How?

1. Kate's mom and dad went on a trip ()
2. *Where did Kate spend last summer ()*
3. *Was it a boring summer for Kate ()*
4. *Kate had a lot of fun ()*

'c'	'k'	'ck'	'cc'	odd ducks

'ck' > /k/	'k' > /k/	'c' > /k/	Other Two-Syllable Words	Tricky Words
rocks pock•et stuck	hikes like	coin cave	shimm•er sil•ver ex•pert	where once to•morr•ow some•thing Sa•ni

1. Pat clapped her hands ()
2. Can Kate hug her pal ()
3. Will Jill pick the plums ()
4. Vern cracked the eggs ()
5. Dad parked his car ()
6. Beth is baking cup.cakes ()
7. Can you swim at the zoo ()

'sh' > /sh/	'tch' > /ch/	'ch' > /ch/	Other Two-Syllable Words	Tricky Words
shame	batch	rich	un•der	some
shop	fetch		hun•dred	no
Span•ish	scratch•es			could
	switched			

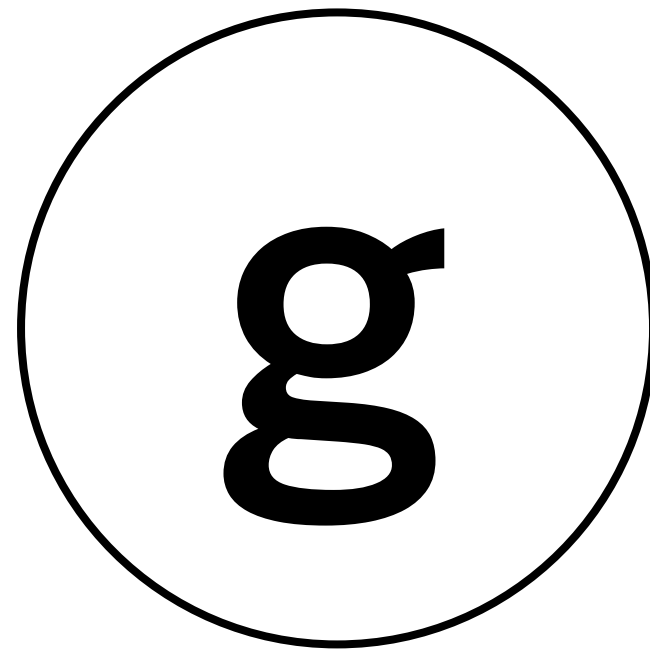
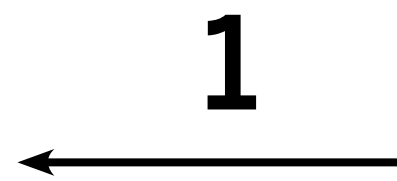
1. can you fetch the book
2. the chicks hatched
3. ben cooks in the kitchen
4. will Sal get a pet

'j'	'gg'	'ge'	odd ducks

'ed' > /d/	'ed' > /ed/	'ed' > /t/	Other Two-Syllable Words	Tricky Words
stared	start•ed nodd•ed	stretched asked	kitch•en per•haps af•ter happ•en leg•end	could Na•va•jo per•son

Diagram

/g/
gum
glad
dog



/j/
gem
germ

'ge' > /j/	'g' > /j/	'g' > /g/	Other Two-Syllable Words	Tricky Words
large	gee	bug	off•er	who
			grand•dad	to•morr•ow
			out•side	Gad
			morn•ing	

'tch' > /ch/	Other Two-Syllable Words	Tricky Words
match•es	camp•site	be•cause
	un•pack	
	lan•terns	

1. I like to run.

2. Do you like to run?

1. Kate's mom and dad went on a trip ()
2. Where did Kate spend last summer ()
3. Was it a boring summer for Kate ()
4. Kate had a lot of fun ()
5. Kate got a Spanish coin from a cave ()

Tricky Words				
who	spider	weavers	open	stories
would	woman	showed	sky	climb
know	weave	thread	many	over

1. Did they catch him ()
2. That's cool ()
3. Kate slept in a tent ()

<i>-ed</i>	<i>-ing</i>	Other Two-Syllable Words	Tricky Words
stuffed	tell•ing	vis•it	what
hoist•ed	stand•ing	rabb•its	who
flipped	bett•ing	clatt•er	why
			be•cause

Other Two-Syllable Words	Consonant Doublings	Tricky Words
morn•ing	cliff	pic•ture
fin•ished	digg•ing	would
bigg•est	popped	done
	runn•ing	

The Best Book Ever

The best book ev·er is called *The Green Fern Zoo*. In the book, a zoo keep·er named Vern takes chil·dren in to see the zoo and meet all of the critt·ers. I like this book a lot be·cause Vern tells lots of fun facts that des·cribe all of the critt·ers. The snap·shots are fan·tas·tic be·cause they make you feel like you are in the zoo and close to the critt·ers. You should pick up *The Green Fern Zoo* be·cause it is a book you will not for·get!

The Writing Process



PLAN



DRAFT



EDIT

Take a Stand and Tell Why (Planning Template)

<u>Name of Subject:</u>	
<u>Take a Stand:</u>	
<u>Describe It:</u>	
<u>Tell Why #1:</u>	
<u>Tell Why #2:</u>	
<u>End with a Zinger:</u>	

Take a Stand and Tell Why (Drafting Template)

Name of Subject:

Take a Stand:

Describe It:

Tell Why #1:

Tell Why #2:

End with a Zinger:

'ge' > /j/	Other Two-Syllable Words	Tricky Words
coll•ege	west•ern	pic• <u>ture</u>
charge	Jeep•ers	to• <u>day</u>
	ex•tinct	
	rap•tor	

- | | | | | | |
|---------|----------|-----------|-----------|-----------|---------------|
| 1. a | 9. word | 17. two | 25. why | 33. be | 41. because |
| 2. I | 10. are | 18. who | 26. what | 34. me | 42. could |
| 3. no | 11. were | 19. the | 27. which | 35. they | 43. should |
| 4. so | 12. have | 20. said | 28. here | 36. their | 44. would |
| 5. of | 13. one | 21. says | 29. there | 37. my | 45. down |
| 6. all | 14. once | 22. was | 30. he | 38. by | 46. today |
| 7. some | 15. to | 23. when | 31. she | 39. you | 47. tomorrow |
| 8. from | 16. do | 24. where | 32. we | 40. your | 48. yesterday |

Use These to Get Started

- The best book ever is . . .
- I like/do not like . . .
- This book is fun because . . .
- This book is fantastic because . . .
- Kate describes . . .
- You will like the art in this book because . . .

1. Kate found
2. Jack skipped

'wr' > /r/	've' > /v/	'tch' > /ch/	Tricky Words
wrist	I've solved	Fitch	two
wrong	your•selves	scratch•ing	why
			be•cause
			stayed
			be•longs
			sorr•y

'wr' > /r/	've' > /v/	'ge' > /j/	Other Two-Syllable Words	Tricky Words
wrap	we've	large	digg•ing	no
	I've	charge	help•ers	once
			fin•ished	

'g' > /j/	Other Two-Syllable	Tricky Words
charg•ing	start•ed	what's
Rog•er	un•der	where

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